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Welcome to the **Teachers Guide**

produced by
AllAboutSchoolLeavers

Created by the team behind AllAboutSchoolLeavers.co.uk and MyCareerSpringboard.org, this guide is designed to help you develop your own knowledge and understanding of school and college leaver options – such as apprenticeships, school leaver programmes and sponsored degrees – so that you can help your students make well-informed career decisions, especially those considering alternative routes to university.

As well as vital details about all these alternative routes, we've listened to subject teachers, who say the most frequent career question pupils ask is how they can use that subject in a career, so we've included sections on all the main school subjects. Here we've collated information on the jobs that suit young people who enjoy these subjects and the various school leaver routes into these jobs, whether that's via an apprenticeship, a school leaver programme or a university degree, for example.

We've also responded to the vast majority of careers advisers who say they want to speak to school leaver employers about work shadowing, insight events, office visits and talks/workshops in schools. We've devoted a whole chapter to how you can effectively work with employers to deliver diverse, engaging and (most importantly) useful careers guidance to your students. Whether they follow the university route or take a different route to their dream job, we want to help them at every step of their journey.

Lastly, we'd like to say a massive thank you to the sponsors below for making this year's *Teachers Guide* possible.







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Employers in industries ranging from IT and professional services to construction and engineering, alongside their school leaver opportunities.

Careers advice in schools:

Department for Education statutory guidance

As of September 2012, Section 29 of the Education Act 2011 has placed schools “under a duty to secure access to independent careers guidance for their pupils”.

Please see below a summary of the statutory guidance issued by the Department for Education (DfE).

1. Careers guidance secured under the new duty must:

- Be presented in an impartial manner
- Include information on the full range of post-16 education or training options, including apprenticeships
- Promote the best interests of the pupils to whom it is given

2. Schools will be expected to work in partnership with external and expert careers guidance providers, as appropriate, to ensure pupils get good advice on the full range of post-16 options.

3. Schools should meet the costs of provision from their overall budgets, including the pupil premium.

4. This guidance is for:

- Headteachers, school staff and governing bodies in all community, foundation or voluntary schools and community or foundation special schools (other than one established in a special school) that provide secondary education
- Local authorities that maintain pupil referral units
- Academies and free schools, who will be subject to the same requirements through their funding agreements

5. Schools have a role to play in supporting their pupils to make well-informed and realistic decisions by providing access to impartial and independent information and guidance about the range of education and training options that are most likely to help young people achieve their ambitions.

6. The activities may take place on an individual or group basis and may be face-to-face or remote, including web-based services.

7. Careers guidance activities may include careers information provision, assessment and self-assessment tools, careers education programmes and work search programmes.

As well as providing detailed information on all post-16 options for pupils throughout this guide and offering advice on the various ways they can access particular industries, we've included a section dedicated to working with employers.

This outlines the ways in which schools can provide excellent careers guidance by building relationships with the future employers of their students, via work experience, insight days, careers fairs and talks/workshops.



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Pathways

Our research tells us that the overwhelming majority of subject teachers wish they knew more about the options available to their students. We also know that even though university remains the most popular option for those leaving school or college, almost 50% of students are considering other options too. As well as all this, since September 2012 the Education Act 2011 has placed schools “under a duty to secure access to independent careers guidance for their pupils”, obliging them to provide information on the full range of post-16 education or training options, including apprenticeships.

To meet the needs above, and to help teachers provide the best careers guidance possible, in this section we have detailed information on the full range of apprenticeships – Intermediate, Advanced, Higher, and Degree Apprenticeships – as well as school leaver programmes, sponsored degrees and traineeships.

What is an Intermediate Apprenticeship?

Intermediate Apprenticeships are the first level of apprenticeships, a Level 2 qualification – equivalent to five good GCSE passes.

Intermediate Apprenticeships are designed to equip apprentices with the skills to thrive in the world of employment. As a guide, Intermediate Apprenticeships generally last around 12-18 months, although they can be longer or shorter.

On these programmes, apprentices spend most of the time working for an employer and learning on the job, but they will also spend some time at a training institution or local college. They will study towards vocational qualifications that are relevant to their job, such as an NVQ Level 2. An Intermediate Apprenticeship will improve basic skills too – if apprentices don't have GCSEs in English and maths, they will usually receive help to reach the standard required in order to take and pass a basic numeracy and literacy test.

In practice, this might mean apprentices spend two days a week at college and three days in the office or workplace. Alternatively, they might only go to college once a fortnight (or maybe even less). Some employers use a 'block training' approach, concentrating the required off-the-job training into weekly or fortnightly slots across the year.

Intermediate Apprenticeships are offered in all sorts of areas and industries with all types of companies, and are available in everything from construction and engineering, to tourism, publishing and IT.

Intermediate Apprenticeships are perfect for people who want to move on to the next level – an Advanced Apprenticeship. They are a prerequisite for those schemes, but are also useful for young people who want to stay in education and training without doing A-levels, as everyone born on or after 1 September 1997 must now remain in some form of education or training until their 18th birthday.

Qualifications & training

Intermediate apprentices work towards nationally recognised vocational qualifications at Level 2, equivalent to five GCSEs (grades A*-C), including a competence qualification, a Functional Skills qualification and, in some cases, a relevant knowledge-based qualification.

Here are some of the qualifications that Intermediate Apprenticeships offer:

- **Functional Skills Level 1 or 2.** Functional Skills are practical skills in English, maths and ICT, providing an individual with the essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and work.
- **NVQ Level 2.** National Vocational Qualifications (NVQs) are work-based awards achieved through assessment and training, proving that candidates have the ability (competence) to carry out their job to the required standard.
- **BTEC award, certificate and diploma Level 2.** BTECs are specialist work-related qualifications. They combine practical learning with subject and theory content.



Typical entry requirements

Usually applicants are required to have two or more GCSEs (grades A*-C) or equivalent, including English and maths. Alternatively, applicants might have to sit a numeracy and literacy test.



Potential career progression

From an Intermediate Apprenticeship, apprentices can go on to do an Advanced Apprenticeship or secure a related job.



Pay

The Apprentice National Minimum Wage is £3.50 an hour, but many employers pay their apprentices more than that. The Apprentice National Minimum Wage applies to all 16-18-year-old apprentices and those aged 19 and over in the first year of their apprenticeship. After the first year of the apprenticeship, people who are aged 19 or over are entitled to the full National Minimum Wage for their age group.

What is an Advanced Apprenticeship?

Advanced Apprenticeships are a step above Intermediate Apprenticeships, and are designed for more challenging roles and developing advanced skills at a Level 3 qualification – equivalent to two A-level passes. They offer the chance to access great training, develop skills and gain qualifications whilst working for an employer. As a guide, Advanced Apprenticeships generally last around 24 months, although they can be longer or shorter.

On these programmes, apprentices spend most of the time working for an employer and learning on the job, but they will also spend some time at a training institution or local college, gaining qualifications at Level 3. These will include a Level 3 competence qualification, a Functional Skills qualification and a relevant knowledge-based qualification. In practice, this might mean apprentices spend two days a week at college and three days in the office or workplace. Alternatively, they might only go to college once a fortnight (or maybe even less). Some employers use a 'block training' approach, concentrating the required off-the-job training into weekly or fortnightly slots across the year.

Advanced Apprenticeships are offered in all sorts of areas and industries with all types of companies, in everything from animal care and education, to media, retail and law.

Advanced Apprenticeships are perfect for people who want to move on to the next level – a Higher Apprenticeship. They are a prerequisite for those schemes, but are also useful for young people who want to stay in education and training without doing A-levels, as everyone born on or after 1 September 1997 must now remain in some form of education or training until their 18th birthday.

Qualifications & training

Advanced apprentices work towards nationally recognised vocational qualifications at Level 3, equivalent to two A-level passes; including

a competence qualification, a Functional Skills qualification and a relevant knowledge-based qualification.

Here are some of the qualifications that Advanced Apprenticeships offer:

- **Functional Skills Level 2.**

Functional Skills are practical skills in English, maths and ICT, providing an individual with the essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and work. Level 2 is the highest grade, hence some Intermediate Apprenticeships include these as well as Advanced Apprenticeships.

- **NVQ Level 3.**

National Vocational Qualifications (NVQs) are work-based awards achieved through assessment and training, proving that candidates have the ability (competence) to carry out their job to the required standard.

- **BTEC award, certificate and diploma Level 3.**

BTECs are specialist work-related qualifications. They combine practical learning with subject and theory content.



Typical entry requirements

Usually applicants are required to have five GCSEs (grades A*-C) or equivalent, or have completed an Intermediate Apprenticeship.



Potential career progression

From an Advanced Apprenticeship, apprentices can go on to do a Higher Apprenticeship or secure a job in a relevant industry. They may also use the qualification to gain access to some school leaver programmes (for example in the construction industry) and courses at Further Education college, dependent on individual entry requirements.



Pay

The Apprentice National Minimum Wage is £3.50 an hour, but many employers pay their apprentices more than that. The Apprentice National Minimum Wage applies to all 16-18-year-old apprentices and those aged 19 and over in the first year of their apprenticeship. After the first year of the apprenticeship, people who are aged 19 or over are entitled to the full National Minimum Wage for their age group.

What is a Higher Apprenticeship?

Higher Apprenticeships are at qualification Levels 4 and above – equivalent to a higher education certificate, higher education diploma or a foundation degree. All levels can include vocational qualifications and academic qualifications.

Higher Apprenticeships are a great option for school and college leavers who are looking for an alternative to university. As a guide, Higher Apprenticeships take at least 12 months, but many programmes last up to 18 months or two years. Some Higher Apprenticeships even last as long as five years.

On these programmes, apprentices spend most of the time working for an employer and learning on the job, but they will also spend some time at a training institution, college or university. They will study towards vocational or academic qualifications that are relevant to their job, such as the ATT (Association of Tax Technicians) or the CTA (Chartered Tax Adviser) qualifications - if completing a Higher Apprenticeship with a tax and accountancy firm, for example.

In practice, this might mean apprentices spend two days a week at college and three days in the office or workplace. Alternatively, they might only go to college once a fortnight (or maybe even less). Some employers use a 'block training' approach, concentrating the required off-the-job training into weekly or fortnightly slots across the year.

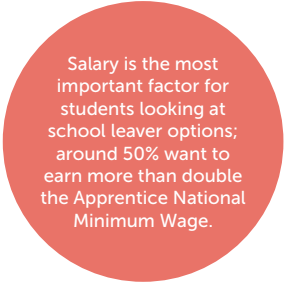
Higher Apprenticeships have not been available for as long as Intermediate and Advanced Apprenticeships, so there are currently slightly fewer positions on offer when compared with the other levels. However, programmes are still available in a wide range of industries and roles, from tax and accountancy to construction management, mechanical engineering, web development and even space engineering.

Higher Apprenticeships are especially suited to those who have done well in their

GCSEs and A-levels, or who have completed an Advanced Apprenticeship, but want to progress without taking the university route.

Qualifications & training

Higher apprentices might work towards a Level 4-6 competence qualification, Functional Skills or a knowledge-based qualification such as a foundation degree, or HND. Qualifications at Levels 4 and 5 are equivalent to a higher education certificate, higher education diploma or a foundation degree. Qualifications at Level 6 are equivalent to a degree or a graduate diploma; you can also do a Level 6 NVQ.



Salary is the most important factor for students looking at school leaver options; around 50% want to earn more than double the Apprentice National Minimum Wage.



Typical entry requirements

Usually applicants are required to have a minimum of two A-levels or equivalent, or an Advanced Apprenticeship.



Potential career progression

Often, at the end of a Higher Apprenticeship, apprentices will be at the same level as employees who took the university route and then a graduate scheme; and it is likely they will be offered a job with their apprentice employer. If they choose to move on they will have professional and/or academic qualifications tailored to the industry they have trained in, making them extremely employable.



Pay

The Apprentice National Minimum Wage (£3.50 an hour) applies to all 16-18-year-old apprentices and those over 19 in the first year of their apprenticeship; after the first year, those aged 19 or over are paid the full National Minimum Wage for their age group. Those on Higher Apprenticeships could earn salaries as high as £23,000.

What is a Degree Apprenticeship?


Degree Apprenticeships are the latest model of apprenticeship to be developed, seeing apprentices achieving a full bachelor's or master's degree – at Levels 6 and 7 – as a core component of the programmes. While Degree Apprenticeships must last a minimum of one year, the programmes will generally last longer than this - typically up to four years, though there is no fixed maximum duration.

Degree apprentices are not eligible for student loans but their tuition fees are often paid in full, or at least in part, by the apprentice employer. They are also paid a salary as full-time employees, like all other apprentices.

Degree apprentices split their time between university study and the workplace and will be employed throughout – gaining a full bachelor's or master's degree while earning a wage and getting real on-the-job experience in their chosen profession. In practice, this might mean apprentices spend two days a week at college or university and three days in the office or workplace. Alternatively, they might only go to college or university once a fortnight (or maybe even less). Some employers use a 'block training' approach, concentrating the required off-the-job training into weekly or fortnightly slots across the year.

Degree Apprenticeships also offer the rare opportunity to gain experience and form working relationships with high profile, well-respected companies – potentially even more advantageous than the academic qualifications on offer.

Degree Apprenticeships are very new – they were launched in 2015 – but are already being embraced by prominent employers in various industries such as aerospace engineering, laboratory and nuclear science, public relations, and the digital sector.



Although university remains the most popular option, almost 50% of school or college leavers are considering other options too.

Degree Apprenticeships launched in the digital and software fields last year, and Degree Apprenticeships were announced in:

- Chartered surveying
- Electronic systems engineering
- Aerospace engineering
- Aerospace software development
- Defence systems engineering
- Laboratory science
- Nuclear
- Power systems
- Public relations
- Digital
- Automotive engineering
- Banking relationship management
- Construction

Qualifications & training

Degree apprentices work towards a full bachelor's or master's degree at Levels 6 and 7, but also engage in work-based learning and training, the same as at other apprenticeship levels.



Typical entry requirements

Degree Apprenticeship applicants have the same standards to meet as university applicants, if not higher. Depending on the apprenticeship, a certain number of UCAS points, often in specific A-levels, will be required, or certain standards must have been achieved on other apprenticeships in a relevant job.



Potential career progression

Those completing Degree Apprenticeships are especially employable as each programme has been designed with the industry's needs in mind. Groups of businesses, universities and colleges develop bespoke degree courses that allow students to build up skills and experience relevant to that particular industry, making them very employable in the future. Degree apprentices will often be offered a job with their employer at the end of the programme, but if they decide to move on they will have a very attractive set of skills and qualifications with which to progress in their chosen industry.



Pay

The Apprentice National Minimum Wage is £3.50 an hour, but many employers pay their apprentices more than that. The Apprentice National Minimum Wage applies to all 16-18-year-old apprentices and those aged 19 and over in the first year of their apprenticeship, which will apply to most young people starting a Degree Apprenticeship. After the first year of the apprenticeship, people who are aged 19 and over must be paid the full National Minimum Wage for their age group. However, many employers will pay more than this: a £16,000 starting salary, for example, with regular pay reviews like a standard employee.

What is a school leaver programme?

School leaver programmes aren't as easy to define as apprenticeships, as they vary from company to company and from industry to industry. A good way to think of these programmes is as 'secondary school graduate schemes'.

They tend to be offered by large companies in industries like accountancy, finance, engineering, retail, IT, hospitality and tourism. Typically, high-achieving A-level students are recruited and offered the chance to work towards a university degree and/or professional qualification, whilst earning a decent salary and gaining a wealth of on-the-job experience.

Most companies will sponsor or part-sponsor the school or college leaver's education and, in return, they will usually be required to work for the firm on a full-time or part-time basis.

School leaver programmes tend to be lengthier than apprenticeships, lasting anywhere between three and seven years. The programme will usually be broken down into stages. For example, students might spend one year at university, before working full-time for the company for the next two years, or they might work at the company and study for a degree or professional qualification on a part-time or distance learning basis.

Qualifications & training

As school leaver programmes aim to provide a genuine alternative for students who would have otherwise gone to university, employers put plenty of emphasis on the kind of qualifications one can gain as part of the programme.

Some programmes are centred on attaining a bachelor's degree or foundation degree, while others might focus on the achievement of a professional qualification. A few schemes will combine them both, offering their trainees the chance to obtain a degree and a professional qualification as part of

the same scheme. Here are some examples of the professional qualifications that can be achieved on a school leaver programme:

ATT (Association of Tax Technicians).

This is one of the main qualifications employers within the tax industry will look for when they're on the hunt for candidates for their senior positions. The modules covered are Personal Taxation, Business Taxation & Accounting Principles, Business Compliance, Corporate Taxation, Inheritance Tax, Trusts & Estates and VAT.

ICAEW CFAB (Certificate in Finance, Accounting and Business).

This is an internationally recognised certificate that provides essential knowledge in business, finance and accounting.

ACCA (Association of Certified Chartered Accountants).

Completion of the ACCA exams allows entrants to become members of the Association of Certified Chartered Accountants, it normally takes around three or four years to complete and qualify as a professional accountant. The ACCA qualification is recognised globally.

CILEx (Chartered Institute of Legal Executives).

This is a qualification for school leavers who want to become legal executives. Those on school leaver programmes can study for CILEx Levels 3 and 6.



Typical entry requirements

Since school leaver programmes are positioned as the more 'elite' school leaver opportunities and competition can be tough, most companies will usually specify a minimum number of UCAS points or a minimum number of A-levels in their entry requirements. This could be anything from requiring two A-level passes to asking for 320 UCAS points.

Entry requirements will vary from company to company, but overall they will be looking for bright, young, ambitious candidates with an interest in their industry, keen to leap straight into the world of work.



Potential career progression

When a school leaver trainee comes to the end of a school leaver programme, they are usually offered a position within the company. This is not a legal obligation – both trainee and company can choose whether they want to continue with the employment or not – but there are lots of advantages to retaining school leavers, and many companies make a point of offering positions on their graduate programmes to trainees upon completion of their school leaver programmes. At EY, for example, as with many organisations, some directors and even partners started at the firm as school leavers.



Pay

School leaver trainees have the same rights as standard employees: they are paid at least the National Minimum Wage, which is higher than the Apprentice National Minimum Wage. School leaver programmes usually offer impressive salaries, which can sometimes be as high as £25,000 and beyond.

What is a traineeship?

A traineeship is an education and training programme that incorporates work experience, preparing young people for their future careers by helping them to become work ready.

Designed for people aged 16-24 who don't yet have the appropriate skills or experience, traineeships provide the essential work preparation training, English and maths skills, and work experience needed to secure an apprenticeship or employment.

- A traineeship has three core elements. Firstly, it should involve high-quality work experience placement with an employer.
- Secondly, a traineeship must include work preparation training, provided by the training organisation.
- Lastly, traineeships should ensure English and maths support, if required, provided by the training organisation.


Traineeships last anything up to a maximum of six months, with the content tailored to the needs of the business and the individual. Trainees will learn what's expected of them in the workplace – getting experience of time keeping and teamwork, for example – and develop links with local employers. The work placement element to the traineeship will also help them broaden their CVs for when they apply for future positions.

One unique aspect to the traineeship option is that it allows for flexibility: employers and mentors will tailor the training to the trainee's requirements, so they can get the most out of their time on their programme.

If the host company is looking for apprentices or new employees, trainees may also be able to interview for these at the end of their traineeship, from the informed position of having worked for the company already. Unfortunately traineeships are not paid positions, but trainees may be given expenses for things like travel and meals.

To be eligible for a traineeship, applicants should be aged between 16 and 24, and qualified below Level 3.

Those wanting to find a programme should visit www.gov.uk/find-traineeship.



83% of employers believe that the school leaver recruitment market will overtake graduate recruitment over the next five years.



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02



Subject options

Our research tells us that for many subject teachers, the most frequent career question pupils ask is how they can use that subject in a career, so we've put together detailed advice pages on these subjects.

Here we've collated information on the jobs that suit young people who enjoy these subjects – everything from art, science and English literature, to psychology, sociology, business, law, economics, and PE – and the skills involved with that subject. Alongside this, we've added the various school leaver routes into jobs in those areas, whether that's via an apprenticeship, a school leaver programme or a university degree, for example.

We hope this section will come in handy the next time an inquisitive student asks how they can best use their enthusiasm for a particular subject.

English

Studying and enjoying English helps to sharpen students' analytical skills. If they can take a text and find the themes, as well as connecting it with other texts, theories and historical events, they demonstrate an ability to handle complex ideas, search for patterns and interpret information in a wider context.

English is good for any job that involves communication, writing and/or literary knowledge. These include: advertising, marketing, writing and journalism, law, consultancy, business, teaching, performing arts, academia, government, linguistics, foreign languages, media and design.

English is compulsory up until GCSE level, because the skills are so important for any job, and from A-level young people can go on to pursue almost any career, but there are some that are particularly well suited to those who enjoy the subject.

Teaching

If a student enjoys helping others and has a passion for English, a career in teaching could be for them. English provides a good basis for working in schools, and if they're studying English at A-level they might want to consider a teaching course at university.

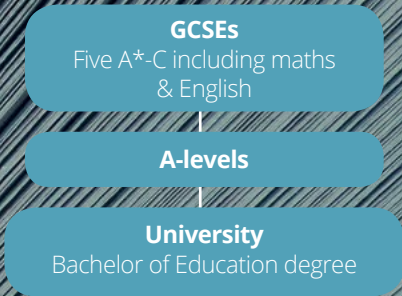
Marketing

Marketing executives develop campaigns to sell products or services. If a student enjoys English and likes the idea of working in a varied job where no two days are the same, then a job in marketing could be ideal for them. Several other jobs tie into this role, including advertising, public relations and events organisation. If they want to work in a fast-paced environment, then a marketing role will certainly provide them with enough buzz.

Journalism

When people think of journalism, they often picture news reporters writing for newspapers. Although this is the traditional role of a journalist, in this digital age, journalism isn't limited to print publications. All the major newspapers in the UK now publish stories online as well as in print. Magazines employ the same strategy, which has opened up the market to more writers. If a student is able to use facts and figures to form a story and they enjoy a fast-paced challenge, then a career in journalism could be for them.

Example pathways



Maths

Maths is one of the best subjects to develop a student's analytical, research and problem solving skills – if a student enjoys this subject they will be at a great advantage in the future. Not only does studying maths help give young people the knowledge to tackle scientific, mechanical, coding and abstract problems, it also helps them to develop the logic skills with which to tackle everyday issues like planning projects, managing budgets and even debating effectively.

Studying maths helps us find patterns and structure in our lives. Practically, maths helps us put a price on things, create graphics, build websites, build skyscrapers, and generally understand how things work - or predict how they might change over time and under different conditions.

People studying maths learn how to design and conduct studies, analyse and interpret data, and find patterns with which to draw conclusions. They learn how to approach problems in an analytical and rigorous

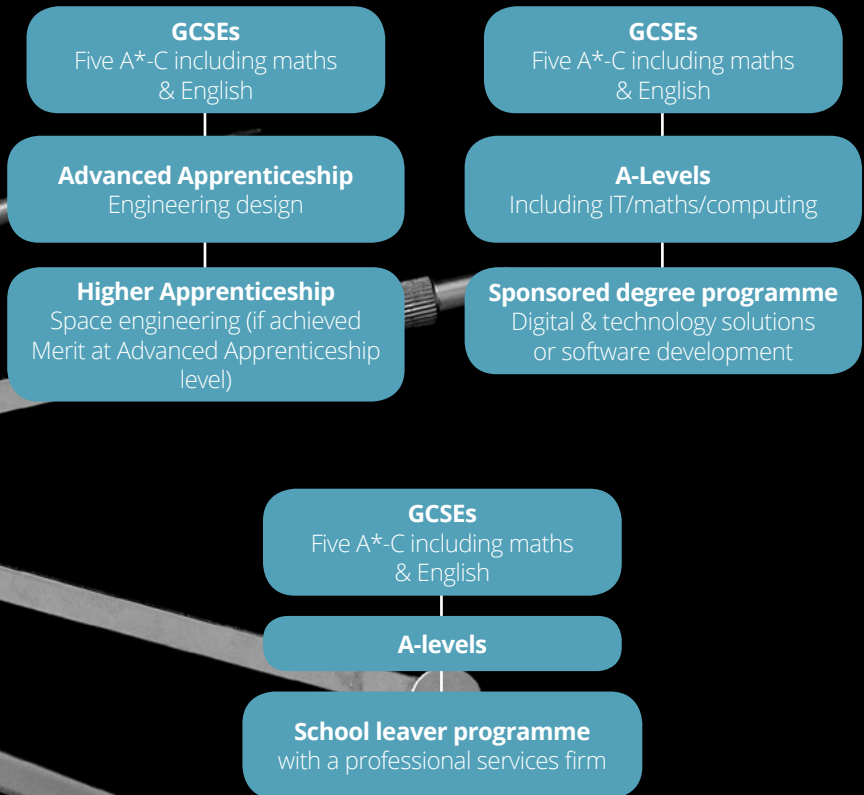
way, formulate theories and apply them to problems, and deal with abstract concepts. They can present mathematical arguments and conclusions with accuracy and clarity, and have advanced numeracy and logical thinking skills.

They also develop key general skills that all employers expect, and are transferrable to any field, including communication, time management, organisational skills and being able to think methodically and accurately, as well as the ability to work independently.

Here are some of the industries students who enjoy maths could consider pursuing:

- IT
- Engineering
- Financial services
- Professional services
- Teaching

Example pathways



Science

Although the sciences are often split into three distinct subjects at school – biology, chemistry and physics – the skills they require and develop are often the same. Students who enjoy science build up skills in various areas, such as abilities in gathering information, involving listening (being attentive, alert, and questioning ideas) and observational skills, which involve being accurate, alert and systematic.

Students will have experience locating and using several sources, while being self-reliant, as well as inquiring about and gathering data: tabulating, organising, classifying and recording it.

Students who enjoy science will also have great organisational skills, being able to put information in systematic order by tabulating and charting it. They will build up an understanding of the science that affects nearly every aspect of our lives, with an ability to plan, work and think independently through portfolio work.

Science students develop excellent

written communication skills, and can apply knowledge and abilities in appropriate vocational contexts, as well as developing analytical and synoptic skills.

The range of skills developed while studying science is matched by an equally varied choice of careers. There are also vocational routes available for consideration, such as apprenticeships, as well as the more traditional academic university route.

Young people who enjoy science might consider jobs like:

- Lab technician
- Biochemist
- Botanist
- Data analyst
- Research scientist
- Oceanographer
- Pharmacist
- Marine biologist

Example pathways



IT

Studying and enjoying IT gives students the knowledge and understanding to use a variety of software packages that are commonly used in all lines of business, education, retail and industry. In addition, they will gain an understanding of how the recent advances in technology affect us all. By studying packages and their practical applications, IT students ensure they have a solid grounding to use any software package to a high level. Studying IT also supports creativity and numeracy, logical thinking and project-planning skills within its modules, helping to support other option choices available to a young person.

IT at A-level can help students get accepted to study computer science, engineering, electrical engineering, business studies and surveying at university. But they can also study for a BTEC in IT, or one of the many apprenticeships available in software, web/telecoms and creative digital media. They could even pursue a much sought after sponsored degree like the one offered by CGI – in which their university fees would be paid while they study for a degree alongside full employment.

Enjoying IT gives students a great advantage: careers stemming from this are

in demand, and will be in the future. The IT industry develops computer solutions that help businesses and individuals become more successful in their work. IT professionals also serve customers in all types of business – tech-related or not, there isn't a single business that doesn't use the internet or require assistance from an IT professional, at some point. Students who enjoy this subject could be developing software or websites, helping companies set up new systems, or training people to use their IT facilities. It's a fast-moving sector so anyone with a keen interest in new technology will thrive.

Here are just a few of the careers students who enjoy IT could consider pursuing:

- Web designer
- Software developer
- Systems analyst
- Computer games developer and UX (user experience) developer
- Armed forces technical officer
- Intelligence officer
- Satellite technician
- Credit analyst
- Financial risk analyst

Example pathways



Art

Students who enjoy art have a wealth of options open to them. Careers in art can span many different specialist areas, from painting, photography and prop design to architecture, animation and art conservation. Fine artists, photographers, and designer craftspeople – jewellery designers, silversmiths and woodworkers, for example – tend to take a more freelance career route in pursuing their passion, developing their own individual style, exhibiting and finally selling their work.

Graphic designers can work in many different areas, from book design in the publishing industry, to web design and packaging design for the food and drink industry. Some graphic designers work on a freelance basis, whilst many work for niche design agencies or as part of in-house departments of larger companies. People in this line of work will often be working on various projects simultaneously. Life as a graphic designer can therefore be exceedingly fast-paced and challenging as well as exciting.

The worlds of engineering and construction would also be nowhere without the design skills of product designers, spatial designers and landscape designers.

Art and design careers don't necessarily involve drawing, painting, sculpture or computer-based work. Indeed, fashion design and art conservation are other rewarding

artistic careers that young people might not have considered. The internet has created an explosion of opportunity for digital designers and multimedia artists, and the demand for web designers, app designers, software designers, graphic designers, digital illustrators, multimedia artists, video producers, online publishers, animation artists, game designers and many other digital careers is undergoing unprecedented growth.

Here are just a few of the careers that students who enjoy art could consider pursuing:

- Animator
- Art gallery curator
- Body piercer
- Costume designer
- Fashion designer
- Florist
- Furniture designer
- Graphic designer
- Illustrator
- Museum curator
- Photographer
- Product designer
- Set designer
- Sewing machinist
- Tattooist
- Textile designer
- Web designer

Example pathways



Design & technology

Students who enjoy design and technology (DT) tend to be good at solving problems and are extremely creative. They will have built up their planning and evaluation skills through studying, and since many projects are done via group work, they also have great communication and teamwork skills.

The subject is sometimes split up into the following categories:

Electronic products – Using electronic materials to build interesting devices.

Graphics – Using 2D and 3D modelling programs such as CAD to plan and design products.

Resistant materials technology – Working with materials like metals, plastic, wood, and using them to make interesting products.

Textiles technology – Learning about different fabrics, how they are made, and ways you can use them to create products.

DT can set students up for a career in a wide variety of industries such as fashion, engineering, architecture, IT, and even education. Although some university courses may not list DT as an entry requirement, it can still be very helpful for courses in architecture, engineering, IT and computer science.

A GCSE or A-level in DT can also be useful for apprenticeships in carpentry, construction, food manufacture, fashion and textiles, interior manufacturing, and engineering technology.

Popular careers for people who enjoy DT include:

- Fashion designer
- Tailor
- Product designer
- Architect
- Software engineer
- Civil engineer
- Carpenter
- Graphic designer

Example pathways



Modern languages

Students who take modern language courses will gain a broad range of knowledge and skills, and they are in the minority of UK students who enjoy these subjects - not many young people continue languages past GCSE, meaning those who do are in demand.

The skills and qualifications that a young person gains from studying a language at GCSE or A-level are incredibly important tools. Aside from the obvious skill of knowing an entirely new language, learning a foreign language can build communication, interpersonal, intercultural, and public speaking skills – otherwise known as 'soft skills'.

Here are some of the skills that modern languages students will have acquired and can use to move forward to the next step in their education or career:

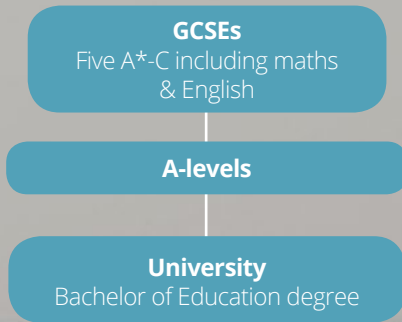
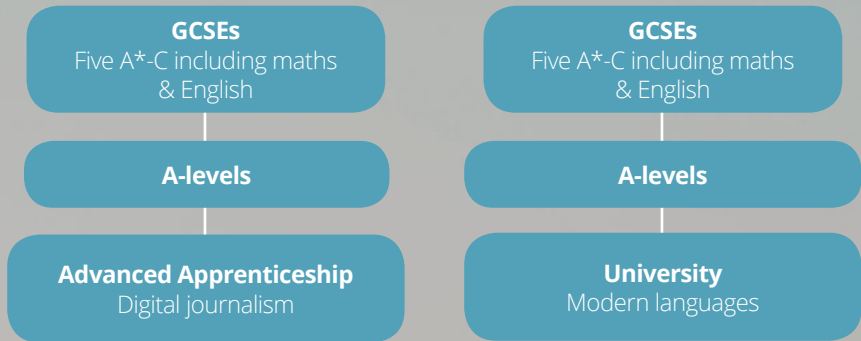
- Reading, writing and speaking in foreign languages
- Gathering, assessing and interpreting information
- Leading and participating in discussions and groups
- Presentation
- Attention to detail

Languages are great for a wide variety of careers especially those involving translation or communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing, and journalism, and (obviously) anywhere that requires two languages, for example a major airport or a press office at a multi-national company.

Here are some of the industries students who enjoy modern languages could consider pursuing:

- Interpreting
- Translating
- Teaching
- Journalism
- International development
- Business and finance

Example pathways



History

Students who enjoy studying history enjoy investigating past politics, societies, cultures, art, education, economics, conflicts and more, looking at how things have developed over time and connecting the dots to understand how we got to where we are today.

History teaches us to ask two very important questions: why and how. This is key to sharpening critical thinking abilities, which combine analysis, research, essay writing and communication skills to help students solve problems and form arguments for debate.

Historians look at all the available evidence and come to conclusions about events or historical periods, which helps them learn to be organised and manage information, looking critically at primary and secondary sources, learning to pick up on bias and piecing accounts or evidence together.

With analytical, writing, debating and investigative skills, those who have studied and enjoyed history are primed for a huge range of careers in various industries - law, politics, the public sector, business, marketing, journalism, economics, teaching, academia, insurance, social research, archaeology and curation.

Those who enjoy history at school will also be preparing themselves well for the next step, whatever that might be. A History GCSE will

help prepare a young person for pretty much any A-level subject, but also will be looked upon favourably (as evidence of having sound written and analytical skills, for example) if that student applies for an apprenticeship rather than A-levels.

A history A-level will be useful to someone wanting to continue onto university in almost any subject, but again will be advantageous to anyone wanting to apply instead for an apprenticeship, school leaver programme or sponsored degree.

Here are just a few of the careers students who enjoy history could consider pursuing:

- Heritage manager
- Historic buildings inspector/conservation officer
- Museum education officer
- Museum/gallery curator
- Secondary school teacher
- Academic librarian
- Archaeologist
- Archivist
- Broadcast journalist
- Editorial assistant
- Information officer

Example pathways

GCSEs
Five A*-C including maths & English

Intermediate Apprenticeship
Exhibition guide

Advanced Apprenticeship
Museum assistant

GCSEs
Five A*-C including maths & English

A-levels

Higher Apprenticeship
Civil Service: business, commercial, digital/technology, finance or project delivery

GCSEs
Five A*-C including maths & English

A-levels

University
History / History of art

Geography

As well as academic achievement, geography helps students to develop communication and teamwork skills, as they often work on group projects. They also develop research and analysis skills through IT, laboratory and field work, which means they are able to collect and look for patterns in data. They learn to use maps, GIS (geographic information systems) skills and data analysis, as well as showing a grasp of complex issues through report and essay writing.

Students of geography also learn about topical issues, perhaps the most of any GCSE or A-level subject. Things like managing food supply, for example, which includes strategies to increase production, genetic modification and other technological approaches, land colonisation, land reform, commercialisation, appropriate/intermediate technology solutions, and the geopolitics of production and distribution.

Another topical area that geography students will be fluent in is environmental issues; The impact of energy production, for example, and the use of fossil fuels and sustainable energy.

Employers love the mix of technical and social skills people get from studying geography, which they see as very transferable.

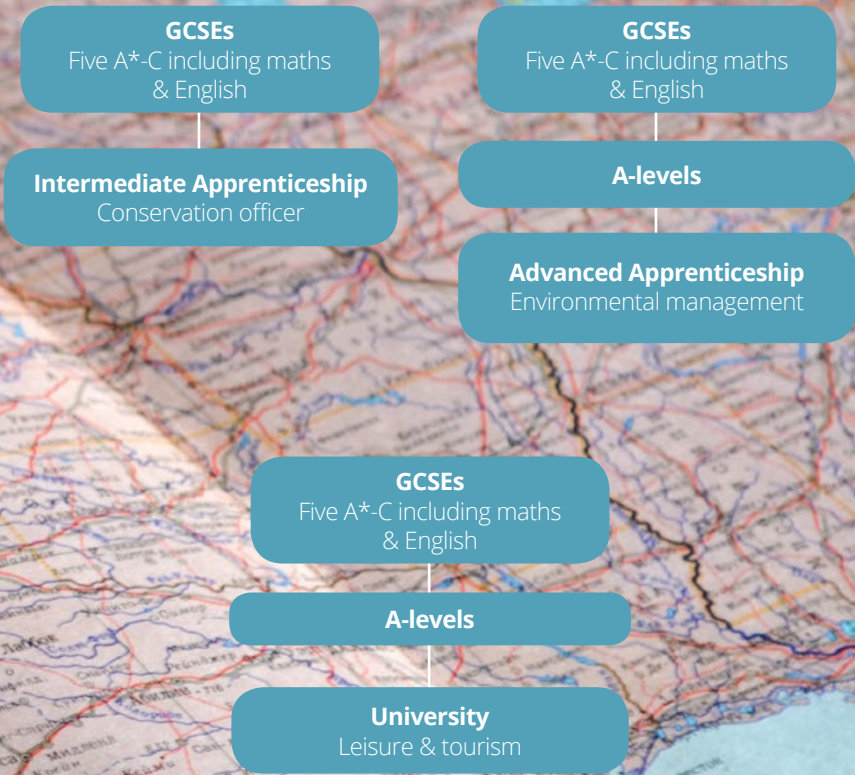
It is also worth pursuing at university: according to the Royal Geographical Society, geography graduates have some of the highest rates of graduate employment in the UK.

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. For careers in the world of business, an understanding of global economics forms an important part of geography. People could go on to work in human rights, international relations or welfare, considering topical issues like development and mass migration. The army, police, government, research organisations, law and business world also need the practical research skills that geographers develop.

Here are just a few of the careers students who enjoy geography could consider pursuing:

- Town or transport planning
- Surveying
- Conservation
- Sustainability
- Waste and water management
- Environmental planning
- Tourism
- Weather forecasting

Example pathways



Physical education

Those who enjoy studying physical education (PE) at school will not just have loads of energy and enjoying learning about movement, but will also know a lot about health, wellbeing and the human body.

PE helps develop and maintain confidence, teamwork and social skills that can be more difficult to achieve through other subjects. Students who enjoy PE are likely to have good communication skills, as many aspects of the subject involve working in teams towards a common goal. Through playing team sports and problem solving with others, students develop clear communication skills that will help them in the workplace. Every employer looks for candidates who are able to communicate well.

In relation to this, students of PE also have great social skills. It is a very social subject and can involve a lot of group work. Students of this subject learn how to socialise with people in an effective way. When they move onto the next stage of their education or career, they'll often encounter people from a range of different backgrounds, each with different personalities. Studying PE will help them learn how to best interact with people in a team in order to produce the best results.

At GCSE and A-level, PE also involves

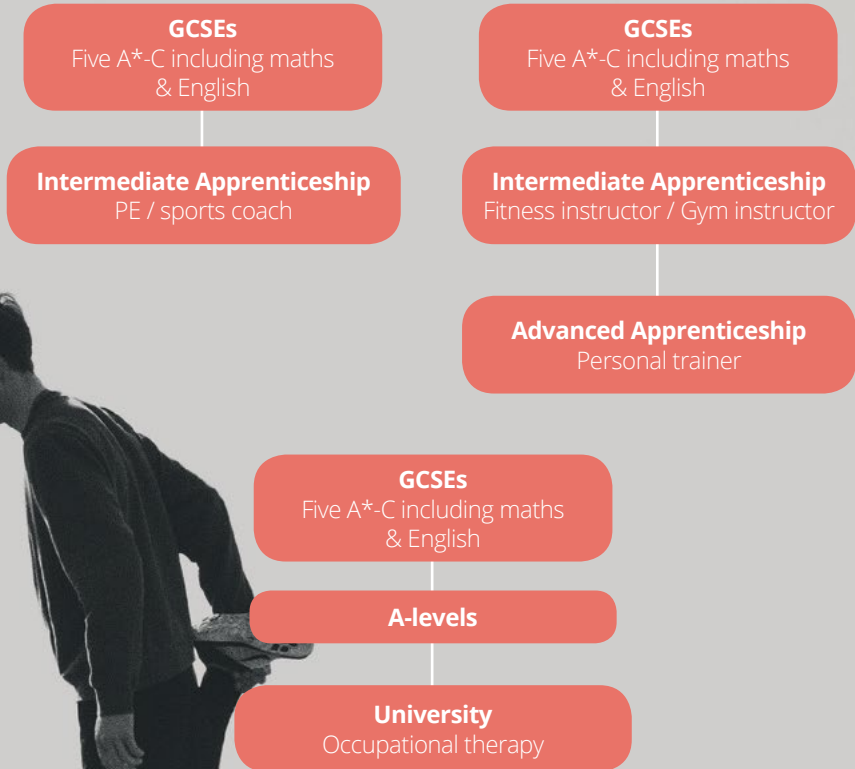
analysing one's own and others' performances, while looking for ways they can be improved. This is a particularly useful skill to have later on, as people often have to critique their own work and identify areas for improvement. If they work in management, they'll also benefit from the soft skills they have learned earlier on in PE, knowing how to deliver messages clearly and effectively.

PE lends itself to a range of careers in sports and fitness as well as other industries that students may not have considered before. For example, many nutritionists, physical therapists and chiropractors have a degree in PE.

Examples of jobs those interested in PE could move into:

- Occupational therapist
- PE teacher
- Sports science
- Physiotherapist
- Professional sportsperson
- Sports coach/consultant
- Sports policy at local/national level
- Diet and fitness instructor
- Personal trainer

Example pathways



Business, law & economics

Students who enjoy business, law and economics tend to have great analysis, numeracy and evaluation skills – an ability to pick out key information from statistics and text. These skills are highly sought after by employers.

Business specifically develops students' data skills, as they are expected to manipulate data in a variety of forms and to interpret their results. They also gain project and time management skills, learning how to plan work, taking into account the demands of a task and the time available to complete it. They also learn about conducting research into a specific theme, in preparation for one or more tasks.

Business, law and economics are all also concerned one way or another with the study of people and society, and how they operate within economic or legal systems. In any workplace, having good communications skills is essential and by studying these subjects, students will learn how to communicate with people in business. Studying law and economics especially, but business too, encourages cultural awareness skills, which are vital in a globalised world. Even the smallest of companies can trade overseas, so having cultural awareness skills is invaluable

to employers. Students interested in these subjects will have a good knowledge and understanding of how different cultures perceive social, political and economic events.

These subjects also develop problem solving skills that can be applied to real life situations. By looking at case studies, young people learn about effective problem solving techniques that will help them in other subjects as well as in their future careers.

Here are just a few of the careers students who enjoy business, law and economics could consider pursuing:

- Chartered account
- Investment analyst
- Financial risk analyst
- Business consultant
- Barrister
- Legal executive
- Solicitor
- Accountancy
- Risk management
- Professional services

Example pathways

GCSEs

Five A*-C including maths & English

A-levels

University
Law

GCSEs

Five A*-C including maths & English

CILEX Intermediate Apprenticeship

Higher Apprenticeship
Civil Service: business, commercial, digital/technology, finance or project delivery

GCSEs

Five A*-C including maths & English

A-levels

School leaver programme
with a professional services firm

Psychology & sociology

Students who enjoy psychology and sociology tend to have good analytical and organisational skills. Learning about human behaviour can also help to build communication skills and improve teamwork and leadership skills.

Psychology is useful for any job that requires lots of interaction or an understanding of human behaviour and development. Studying sociology offers insights into social and cultural issues; it helps develop a multi-perspective and critical approach to understanding issues around culture, identity, religion, crime, childhood and social power.

Students of both these subjects learn how to use evidence to support their arguments, how to investigate facts and use deduction, how to put over their point of view fluently, and how to work as a team to achieve results. With psychology specifically, students have honed scientific research methods, including collecting and working with data.

People with skills in psychology and sociology are sought after in business, management, teaching, research, social work

and careers in medicine and healthcare.

Students who enjoy these subjects could consider working in social care, mental health, education, business, research and sports.

Here are a few ideas:

- Social work
- Sports – helping athletes build mental strategies to improve performance
- Education – studying child development and helping children experiencing difficulties with their education
- Clinical and counselling roles
- Forensics - assessing and treating criminal behaviour, which can involve working with offenders and victims of crime
- Occupational health – increasing the effectiveness of an organisation and improving job satisfaction
- Neuropsychology – studying how the physical function of the brain affects the way we behave and helping to treat people suffering from brain injuries

Example pathways



Performing arts

The performing arts encompass both music and drama, subjects that give students a great mix of social, technical and business skills.

Performing arts build problem solving, research, planning, analytical and critical thinking skills, as well as developing creativity, discipline, composure under pressure, time management, communication, team and individual working ability – all gained from practice and performing.

Students studying music might also learn technical skills through using computing equipment and software to create and record compositions.

Music students at all levels have a wide range of career options available to them both inside and outside the industry, including: performer, teacher, administrator, songwriter, conductor, composer, recording engineer, manager, promoter, or music publisher. There are also more jobs than ever in the music business, such as digital marketing, social media, PR, ticketing and merchandising.

Students wanting to go down the music route at degree level can choose to study music at either a university or a conservatoire. Most universities will require a music A-level or

equivalent, such as music and Grade VII/VIII for more traditional courses. A music technology A-level may not meet university requirements, and some universities also require at least one essay-based subject such as history or English.

Studying music at GCSE or A-level can be a good foundation for vocational courses in music technology and jobs in sound recording, audio engineering, studio facilities management, or music production.

GCSE and A-level drama is useful for students considering university in almost any arts or humanities subject, including English language and literature, journalism, dance, music, art and design, and media. Career roles for students who study A-level drama and theatre studies include: arts/theatre administrator, arts journalist, director, actor, designer, playwright, stage manager, theatre manager, theatrical agent, technician, broadcaster, media presenter, teacher, drama therapist and scriptwriter.

Drama students can also pursue a range of vocational routes, including costume and wardrobe apprenticeships, theatre lighting apprenticeships and community arts apprenticeships.

Example pathways



03



Working with employers

Many careers advisers have told us they want to speak to school leaver employers about work shadowing, insight events, office visits and talks/workshops in schools.

Hearing from and engaging with those already out in the world of work is a great way for young people to learn first-hand about opportunities, inspiring them in a different way to classroom learning. This is why working with external bodies should form part of any school's careers guidance strategy.

This section aims to help you engage effectively with employers – from high profile, international brands to local businesses – to deliver diverse, engaging and useful careers guidance to your students.



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Work experience



Work experience opportunities are crucial to school leavers – almost half of students say it is the factor most likely to persuade them to do an apprenticeship or take on a role within a company. It is vital to employers too: more than 85% of employers we surveyed last year say that work experience “is a way for us to find future employees”, and 72.7% of employers think work experience provides “better access” to their particular profession.

It’s not just our research that shows the importance of work experience: relevant work experience was rated by 66% of recruiting employers as being a critical or significant factor looked for in candidates (UKCES Employer Perspectives Survey, 2014).

Those who miss out on this vital opportunity really do feel it later on in life: 31% of young people starting their working lives do not feel they have the appropriate skills, citing a lack of work experience (71%) as being their main weakness (CBI/Pearson Education and Skills Survey, 2013). There are even some professions – journalism, architecture and roles in the music industry, for example – for which work experience is almost essential. Young people need to put in hours at the office as well as gain qualifications.

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What is work experience?

A high quality work experience placement should be:

- Purposeful, substantial, challenging and relevant to the young person's study programme and career aspirations.
- Managed under the direction of a supervisor to ensure the young person obtains a genuine learning experience suited to their needs.
- Structured, with a plan for the duration of the placement which provides tangible outcomes for the student and employer.
- Focused on the skills required for that industry or sector.
- Clear in terms of roles, responsibilities and expectations for the student and employer.
- Followed by some form of reference or feedback from the employer based on the young person's performance.

The key to making work experience effective, relevant and useful in the long-term for students is to ensure that it takes place with an employer external to the place where they study, where they can experience the real demands of the working environment, independent from their peers and their tutors.



Work experience provides access to careers: 85% of employers say it is one of the ways they find future employees.

Government guidance

Official guidance also says colleges and school sixth forms should:

- Ensure that students who have completed work experience get some form of feedback from employers and also to provide employers with feedback to improve the quality of future placements.
- Match students to placement opportunities – by looking at their existing skills, the qualifications they are taking and their possible future career options – and then prepare them fully beforehand.
- Be flexible in terms of timing and length of placements – they could be once a week throughout a term, longer block placements, or a rotation of shorter placements at different employers so students can experience different aspects of the sector. This will depend on employers' capacities and what the student needs to become work-ready.

If you are helping to arrange work experience for your students, it is worth focusing on large national businesses as well as smaller local ones – this will present your students with the best range of opportunities.

Engaging with larger brands can be tricky, so AllAboutSchoolLeavers is working on a range of solutions to help teachers and careers advisers to do this more effectively.

This will allow teachers to alert organisations of what they are hoping to arrange as well as details employers might find useful – dates available, their year group and genders, for example. If this is a service you're interested in using, contact us at hello@allaboutschooleavers.co.uk.

Insight days

School leaver insight days are a chance for young people to visit companies' places of work, giving them an understanding of potential employers and helping narrow down the search for a school leaver programme or sponsored degree. Usually taking place over one or two days, these events give attendees enough time to get a proper flavour for a company, the company's headquarters and to engage in activities and exercises.

Here are typical examples of what students can expect during one of these events.

Meet the team

Insight day attendees often spend time with senior staff members, as well as trainees who have made it into the business. This is a great opportunity for students to ask questions and chat with more senior staff, but also to get the inside scoop from current trainees: are they happy they applied for their school leaver programme or sponsored degree? What are they enjoying the most about it? What are they not enjoying so much?

Attendees could also pick up some tips on how to impress on their application form and at interview, if they decide to apply for a position with the company.

Interactive exercises

These can take the form of anything from team simulations to business games, even debating opinions on topical industry news.

Students should remember that they are probably being observed (if not formally, as in a job interview), so should

play up to their own strengths without being too loud or pushy: being able to listen is an important part of any job.

Learn more about the scheme

CGI, for example, holds open evenings throughout the year for their sponsored degree programme: not only do CGI managers attend, but also representatives from the University of Winchester (with whom the company runs its programme) as well as undergraduates on the programme. This is the perfect opportunity to learn not only about the on-the-job experience but the other side too – the academic side.

Pick up application tips

At all insight days, students will benefit from practical advice about what makes a good quality application and pick up hints and tips on application and interview techniques.

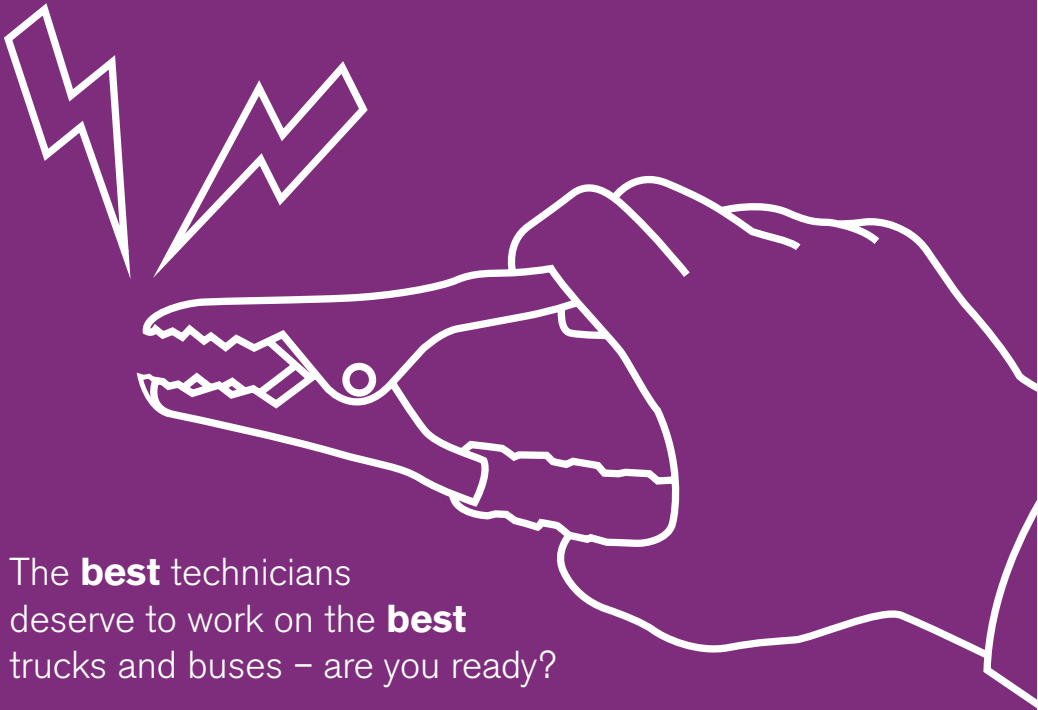
All of this is invaluable whatever their next steps are, but especially if they apply to that particular company.

Learn about themselves

Exercises can help students find out if they have the makings of a commercial thinker, and experience how it feels to be part of a client project. All of this will focus their minds on the kind of personal and business skills the company is looking for, and whether that particular industry is right for them.

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Careers fairs



Involving a range of employers, careers fairs are an opportunity for your pupils to meet employers and find out about different jobs and businesses all in one place. The fairs are interactive and give you the opportunity to build strong relationships with local employers. No wonder then that AllAboutSchoolLeavers' research shows that 88.4% of careers advisers use events like this to stay up-to-date on developments in the careers market.

School leaver careers fairs come in all shapes and sizes, from the huge national events to small fairs and events at a school or college. A careers fair might consist of a collection of stands from exhibitors, such as employers, further education colleges and universities; career information stands; or a series of talks from people about their career, or their company. It's all geared towards helping young people discover more about the different career paths open to them.

More and more schools are now organising trips to the major school leaver career fairs, like Skills London at the ExCel centre. Some schools and colleges put on their own careers events too. Students could also try their local further education college to see if they hold events with employers that are open to people who aren't at the college. Your school's council should also have details of any career events happening in the local area and many host their own careers fair.

If you are arranging a careers fair at your school, it is worth focusing on large national businesses as well as smaller local ones – this will present your students with the best range of opportunities. Engaging with larger brands can be tricky, so AllAboutSchoolLeavers is working on a range of solutions to help teachers and careers advisers to do this more effectively. This will allow teachers to alert organisations of their careers events – dates, how many students will be in attendance, their ages and genders, for example – and sign them up to attend. If this is a service you're interested in using, please contact us at hello@allaboutschoollleavers.co.uk.



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Talks & workshops

Talks and workshops from employers are important: AllAboutSchoolLeavers' research shows that over 90% of careers advisers want employers to offer careers talks and workshops. A quarter of young people say these activities are the factor most likely to convince them to take up an apprenticeship, school leaver programme or sponsored degree. And from a statutory perspective, schools are expected to work in partnership with local employers and other education and training providers like colleges, universities and apprenticeship providers, in order to give students the best possible careers guidance.

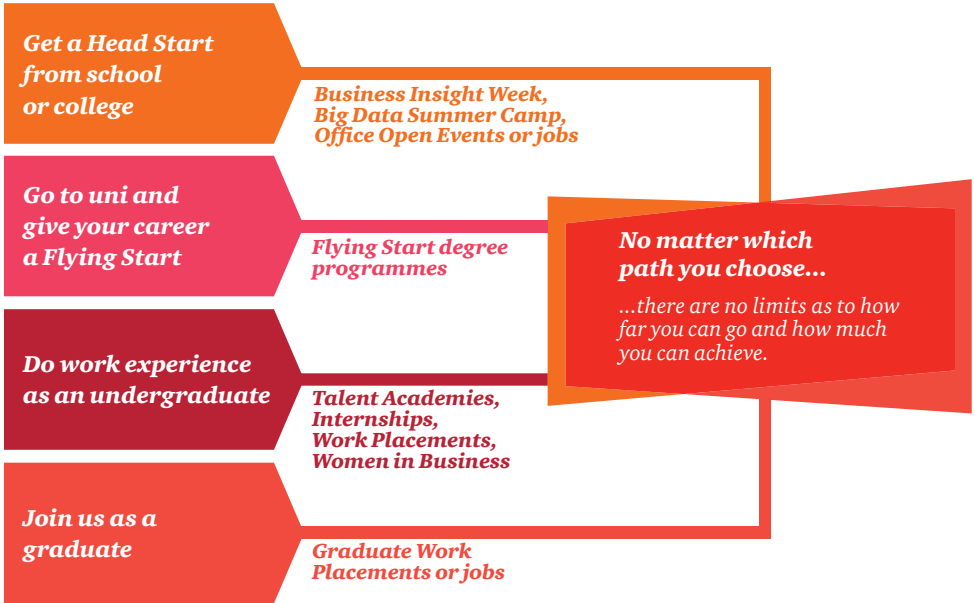
Evidence from the Education and Employers Taskforce shows that access to a network of employers is associated with better outcomes for young people. Employers can pass on the benefits of their experience to both pupils and teachers, helping to link curriculum subjects to employment and providing an overview of the different routes into careers.

Through talks and workshops, employers can demonstrate the opportunities available – whether that's work experience, or an apprenticeship, or even standard employment, for example – and advise young people on how to access them. They can explain the skills needed for these opportunities, and allow students to engage with representatives from the

organisations face-to-face.

AllAboutSchoolLeavers' research shows that despite their popularity with both students and careers advisers, 40% of schools have less than £500 a year to spend on this sort of activity. There are free opportunities however. Some campaigns (eg International Day of Women and Girls in Science, or National Apprenticeship Week) and charities look to promote specific industries and messages: people working on these causes will often be keen to speak to students, for no fee.

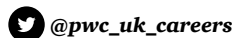
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A close-up photograph of a person's hands holding a thick, green book. The person is wearing a light-colored, long-sleeved shirt. The background is a solid blue color. The text 'Example agenda: employer workshop' is overlaid on the top half of the image in a large, white, sans-serif font.

Example agenda: employer workshop

9:30am: Talk

An industry expert(s) or a key representative(s) from the employer engages students in a 45-minute talk, outlining what it's like to do what they do, and work where they work, as well as explaining how they got there.

10:15am: Question & answer session

Students are encouraged to ask any questions they might have following the talk. As well as finding out more, this is also a chance for them to engage with people from the employer, taking the first steps in networking.

10:30am: Group activity

Breaking out into smaller groups, students are given a task to complete, tackling a problem relevant to the employer, for example, or coming up with a concept. Representative(s) from the employer either sit in with each group (if there are enough individuals to do

so) or 'check in' with each group during the activity, discussing what they're doing and why, and any issues they may be encountering.

11:30am: Presentations

Each group feeds back to the wider group on what they've achieved, how they've overcome challenges and what else they would like to do given the time.

12:15: Networking

Students are able to talk more informally to representatives from the employer, and can ask any further questions. For those inspired to pursue a career in that business or industry, this is a great way to start building relationships, perhaps paving the way for work experience or a place on an apprenticeship or school leaver programme. Students can also sign up to a monthly mail-out from the employer, highlighting school leaver opportunities within the business.



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04

THE
SCHOOL LEAVER
AWARDS 2017

A stack of dark award certificates is shown at an angle. The top certificate features the text 'THE SCHOOL LEAVER AWARDS 2017' in white, with a circular logo below it. The background is a light red color with a subtle pattern of radiating lines.

Top 100 Employers

Here you'll find this year's Top 100 Employers for school leavers, as decided by surveys completed by apprentices and school leaver trainees up and down the country.

The winners were announced at our School Leaver Awards in May 2017, which celebrated everything from skills development and career progression, to training and company culture. The awards are designed to help school leavers decide which companies they want to take their first career steps with.

The industries represented in the Top 100 rankings range from retail, engineering and journalism, to the public sector, banking, construction and IT, demonstrating the variety of quality opportunities out there for school leavers.

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Top Employers for School & College Leavers

1	Goldman Sachs	30	Laing O'Rourke
2	Bentley	31	Basildon Borough Council
3	Schroders	32=	MHA MacIntyre Hudson
4	Savers	32=	PwC
5	Capgemini	34	Irwin Mitchell
6	Mace	35	Shoosmiths
7	Softcat	36=	Lloyds Banking Group
8	Superdrug	36=	NATS
9=	BP	36=	Robins and Day
9=	Kennedys	39	Barclays
11	The Juice Academy	40	GSK
12	Eversheds Sutherland	41	The Skills Company
13	Severn Trent Water	42=	Mercedes-Benz
14=	Arup	42=	Transport for London
14=	KFC	44	Lovewell Blake
16=	Nomura	45=	Morgan Sindall
16=	Virgin Media	45=	National Grid
18	Haymarket Media Group	47	Currie & Brown
19=	EY	48	NG Bailey
19=	Plymouth City Council	49	Busy Bees Training Academy
21	WSP	50=	BDO LLP
22	Smith & Williamson	50=	Royal Mail Group
23	TUI	52	National Physical Laboratory
24	A4G		
25=	JLL	53	Anchor Trust
25=	Menzies	54=	Gordons
27	PKF Cooper Parry	54=	Heineken
28	Hazlewoods	56	Kone
29	Hill Dickinson	57=	British Sugar

57=	BT	82=	IBM
59	Teledyne e2v	82=	Tata Steel
60=	Alstom	86	Aecom
60=	Morrisons	87	Balfour Beatty
62=	Nestlé	88	Thomas Cook
62=	STFC Rutherford Appleton Laboratory	89	Cambridge University Hospitals NHS Foundation Trust
64	Renault Trucks	90	Arvato
65	London Borough of Hillingdon	91	John Deere
66=	Grant Thornton	92	Jaguar Land Rover
66=	National Audit Office	93	DSTL
68=	Arcadis	94	Nottingham City Council
68=	Harrods	95	Autonet Insurance
68=	MediaCom	96	Markerstudy Group
71	Fidelity	97	Civil Service
72	Mercedes AMG High Performance Powertrains	98	Fujitsu
73	3M	99	Moore Stephens
74=	BAM Nuttall	100	Gist
74=	Mazars		
76=	Marks & Spencer		
76=	Volvo Trucks		
78	Toyota		
79	City of Lincoln Council		
80	Leonardo Helicopters		
81	CGI		
82=	Enterprise Rent-A-Car		
82=	Greene King		

Top Intermediate Apprenticeships

1	Savers	26	Nottingham City Council
2	Superdrug	27=	Autonet Insurance
3	John Deere	27=	Toyota
4	Plymouth City Council	29	Greene King
5	Mercedes-Benz	30	Markerstudy Group
6	JLL	31	Gist
7=	Basildon Borough Council		
7=	Shoosmiths		
9=	NATS		
9=	Robins and Day		
11	The Skills Company		
12	Renault Trucks		
13	Busy Bees Training Academy		
14	Anchor Trust		
15	London Borough of Hillingdon		
16	City of Lincoln Council		
17	KFC		
18	Enterprise Rent-A-Car		
19	Volvo Trucks		
20	Lloyds Banking Group		
21	Balfour Beatty		
22	Arvato		
23=	Cambridge University Hospitals NHS Foundation Trust		
23=	DSTL		
25	Thomas Cook		

Top Advanced Apprenticeships

1	Bentley	29	STFC Rutherford Appleton Laboratory
2	KFC		
3	Softcat	30	Aecom
4=	PKF Cooper Parry	31=	Arcadis
4=	The Juice Academy	31=	MediaCom
6	Arup	33	Fidelity
7	Virgin Media	34	Mercedes AMG High Performance Powertrains
8	Toyota		
9	Haymarket Media Group	35	3M
10	Plymouth City Council	36	BAM Nuttall
11=	Royal Mail Group	37	Mercedes-Benz
11=	WSP	38	Volvo Trucks
13	Severn Trent Water	39	Thomas Cook
14	Greene King	40=	Leonardo Helicopters
15	Hill Dickinson	40=	Renault Trucks
16	Irwin Mitchell	42	Jaguar Land Rover
17	National Grid	43=	Cambridge University Hospitals NHS Foundation Trust
18	Lovewell Blake		
19	NG Bailey		
20	Teledyne e2v	43=	Gist
21	National Physical Laboratory	45	DSTL
		46=	City of Lincoln Council
22	Heineken	46=	Enterprise Rent-A-Car
23	Kone	48	Balfour Beatty
24=	BT	49	Fujitsu
24=	Transport for London	50	John Deere
26	Barclays		
27	Alstom		
28	Nestlé		

Top Higher Apprenticeships

- 1 Severn Trent Water
- 2 Bentley
- 3 Kennedys
- 4 Nomura
- 5 Transport for London
- 6 Lloyds Banking Group
- 7 EY
- 8 Smith & Williamson
- 9 National Grid
- 10 TUI
- 11 PwC
- 12 GSK
- 13 Balfour Beatty
- 14 Gordons
- 15 British Sugar
- 16 BT
- 17 PKF Cooper Parry
- 18 Currie & Brown
- 19 Teledyne e2v
- 20 Cambridge University Hospitals
NHS Foundation Trust
- 21 Tata Steel
- 22 Royal Mail Group
- 23 IBM
- 24 Aecom
- 25 CGI
- 26 Civil Service
- 27 Moore Stephens

Top Degree Apprenticeships

- 1 Goldman Sachs
- 2 Capgemini
- 3 Mace
- 4 Eversheds Sutherland
- 5 PKF Cooper Parry
- 6 Barclays
- 7 Currie & Brown
- 8 Lloyds Banking Group
- 9 Nestlé
- 10 Aecom
- 11 Jaguar Land Rover
- 12 Balfour Beatty

Top School Leaver Programmes

- 1 Schrodgers
- 2 Mace
- 3 BP
- 4 A4G
- 5 Menzies
- 6 Hazlewoods
- 7 Laing O'Rourke
- 8 MHA MacIntyre Hudson
- 9 Shoosmiths
- 10 PwC
- 11 BDO
- 12= Grant Thornton
- 12= National Audit Office
- 14 Harrods
- 15 National Grid
- 16 Mazars
- 17 Marks & Spencer
- 18 IBM
- 19 Tata Steel
- 20 Balfour Beatty

Top Sponsored Degrees

- 1 PwC
- 2 Morgan Sindall
- 3 Morrisons
- 4 CGI
- 5 Balfour Beatty
- 6 Aecom

Award Winners

Headline awards

- Top Employer for School Leavers** - Goldman Sachs
- Best Intermediate Apprenticeship** - Savers
- Best Advanced Apprenticeship** - Bentley
- Best Higher Apprenticeship** - Severn Trent Water
- Best Degree Apprenticeship** - Goldman Sachs
- Best School Leaver Programme** - Schroders
- Best Sponsored Degree** - PwC
- Top Employer** - Small School Leaver Intake - Goldman Sachs
- Top Employer** - Medium-sized School Leaver Intake - Bentley
- Top Employer** - Large School Leaver Intake - Savers

Industry awards

- Top Employer** - Accounting & Professional Services - EY
- Top Employer** - Automotive - Bentley
- Top Employer** - Banking & Financial Services - Goldman Sachs
- Top Employer** - Construction - Mace
- Top Employer** - Energy & Utilities - BP
- Top Employer** - Engineering - WSP
- Top Employer** - Hospitality & Tourism - KFC
- Top Employer** - IT & Technology - Capgemini
- Top Employer** - Law - Kennedys
- Top Employer** - Public Sector - Plymouth City Council
- Top Employer** - Retail - Savers
- Top Employer** - Science & FMCG - GSK

Awards based on employee feedback

Best Training - Goldman Sachs

Best Training Provider - Softcat & PDS Group

Best University for a Sponsored Degree - PwC & Newcastle

University Business School, Henley Business School (University of Reading) and Nottingham University Business School

Best for Skills Development - Nomura

Best for Career Progression - Eversheds Sutherland

Best Level of Support - Goldman Sachs

Best Job Satisfaction - Bentley

Best Company Culture - Eversheds Sutherland

Awards judged by an industry expert panel

School Leaver of the Year - Alistair Wheeler, BT

Best Recruitment Campaign - Severn Trent Water & ThirtyThree

Most Innovative Recruitment Campaign - EY & MSLGROUP

Best School Engagement in a Recruitment Campaign - Severn Trent Water

Awards judged by an independent student panel

Best Social Media - National Grid

Best Website - Nomura



05

Featured firms

Our featured firms are high-profile employers in industries ranging from IT, law and engineering, to accounting and the public sector. The one thing they all have in common? Their top quality school leaver opportunities.

In this section you'll find information on the specific programmes each company offers – apprenticeships, school leaver programmes and sponsored degrees – as well as the locations of these opportunities.

We have also included information on the industries in which each employer operates, and the useful extra opportunities they might offer to school leavers, such as talks and workshops, open days or evenings, recruitment services and work experience.



Industry
Built Environment and Engineering

Location
Nationwide

Opportunities
- Attendance at careers fairs
- Talks and workshops
- Work experience



Industry
Engineering

Location
Nationwide

Opportunities
- Attendance at careers fairs
- Open days / Open evenings
- Talks and workshops
- Work experience



Industry
Construction and Engineering

Location
Nationwide

Opportunities
- Attendance at careers fairs
- Open days / Open evenings
- Talks and workshops
- Work experience



Industry
Telecoms

Location
Nationwide

Opportunities
- Attendance at careers fairs
- Open days / Open evenings
- Talks and workshops




 **Industry**
IT


 **Location**
Nationwide

 **Opportunities**
- Attendance at careers fairs
- Open days / Open evenings
- Talks and workshops
- Work experience

大成 DENTONS

 **Industry**
Law


 **Location**
London

 **Opportunities**
- Attendance at careers fairs
- Open Days / Open Evenings




 **Industry**
Insurance

 **Location**
Nationwide

 **Opportunities**
- Attendance at careers fairs
- Open days / Open evenings



 **Industry**
Public Sector


 **Location**
Salisbury and Portsmouth

 **Opportunities**
- Attendance at careers fairs
- Talks and workshops

EVERSHEDS SUTHERLAND


 **Industry**
Law


 **Location**
Nationwide

 **Opportunities**
- Attendance at careers fairs
- Talks and workshops



 **Industry**
Automotive & Mechanic


 **Location**
Nationwide

 **Opportunities**
- Attendance at careers fairs
- Open days / Open evenings



 **Industry**
Retail


 **Location**
Nationwide

 **Opportunities**
- Attendance at careers fairs

nationalgrid

 **Industry**
Energy & Utilities

 **Location**
Nationwide

 **Opportunities**
- Attendance at careers fairs



- Industry**
FMCG
- Location**
Nationwide
- Opportunities**
 - Attendance at careers fairs
 - Open Days / Open Evenings
 - Work experience



- Industry**
Travel & Tourism
- Location**
Luton
- Opportunities**
 - Attendance at careers fairs
 - Work experience




- Industry**
Construction
- Location**
Nationwide
- Opportunities**
 - Attendance at careers fairs
 - Talks and workshops
 - Work experience




- Industry**
Retail
- Location**
Nationwide
- Opportunities**
 - Work experience



 **Industry**
Engineering


 **Location**
Multiple locations across the UK and Republic of Ireland

 **Opportunities**
- Attendance at careers fairs
- Talks and workshops
- Work experience



 **Industry**
Accounting

 **Location**
Nationwide

 **Opportunities**
- Attendance at careers fairs
- Talks and workshops

 **Extra Opportunities**
- Professional qualifications

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- You like talking to people and offering advice
- You enjoy being part of a team
- You can multi-task and are good under pressure
- You're positive and pro-active
- You want to get on, but don't want to sit in a classroom all day!

Alisha Pattison
Assistant Manager



"When I was looking at all my options an Apprenticeship seemed the best choice. It gave me a chance to earn a wage and learn at the same time. Why wouldn't you? I wanted to work in Retail as I like interacting with customers."

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