

What's next?

Making a plan





Key aims

- Understand my support needs
- Know what questions I need to ask at open evenings
- Plan my next steps



Time for a change...

- The biggest difference between now and life after Year 11 is.... **independence**
- You'll have free time but it's also **up to you** to organise yourself
- This transition can be exciting but it's also a big change
- It's important that you advocate for yourself

What does it mean to
'advocate' for something?





What do these people have in common?





Advocating for yourself is important in accessing support.





Let's look at some examples...





Scenario Activity

You'll see a set of scenarios where a student has encountered an issue at college or university.

You'll need to suggest what support might help them to tackle their issue and then you'll see some of our ideas.





Student A struggles with fatigue and brain fog but has back-to-back lectures for 6 hours on a Tuesday. They struggle to be at their best and make effective notes by hour 4.

- Lecturers are reminded to finish 10 minutes before the end of the hour to provide a short break
- Lectures are recorded, so Student A can watch them when she's feeling better
- Student A receives voice to text software which she can use as a basis for notes





Student B struggles with sensory overload when in busy or loud places, and finds busy times around lectures particularly difficult

- Student B is provided with noise cancelling headphones to wear as needed
 - Student B always has access to a quiet room on campus to rest
 - Student B leaves all lectures a few moments early to avoid crowds.
- Their lecturers are aware of why they need to do this.





Student C is worried about fitting in at university. They are concerned about making friends with other students, or asking their lecturers for the adjustments they need

- Student C is provided with a Peer Mentor, who has had similar experiences, and attends the Disabled Students Society
- Student C completes a Support Plan with the Disability team, which is shared with her teaching staff so they're aware of her support needs





Understanding your needs is important



- Go to **page 10-11** and answer the questions:
- Are there any parts of the school day that you find more difficult?]
- Do you currently receive any extra support?
- Is there any other support that you think you'd benefit from?

Open Days

- Can you remember what **Open Evenings** were for?
- Universities have **Open Days** which are similar opportunities to ask questions
- It's important that you ask the college/university how they can help you with your support needs.
- There's an open day log on **page 25** of your booklet- you could use this for colleges or for universities



Working backwards



PROSPECTS

Jobs and work experience

Postgraduate study

Careers advice

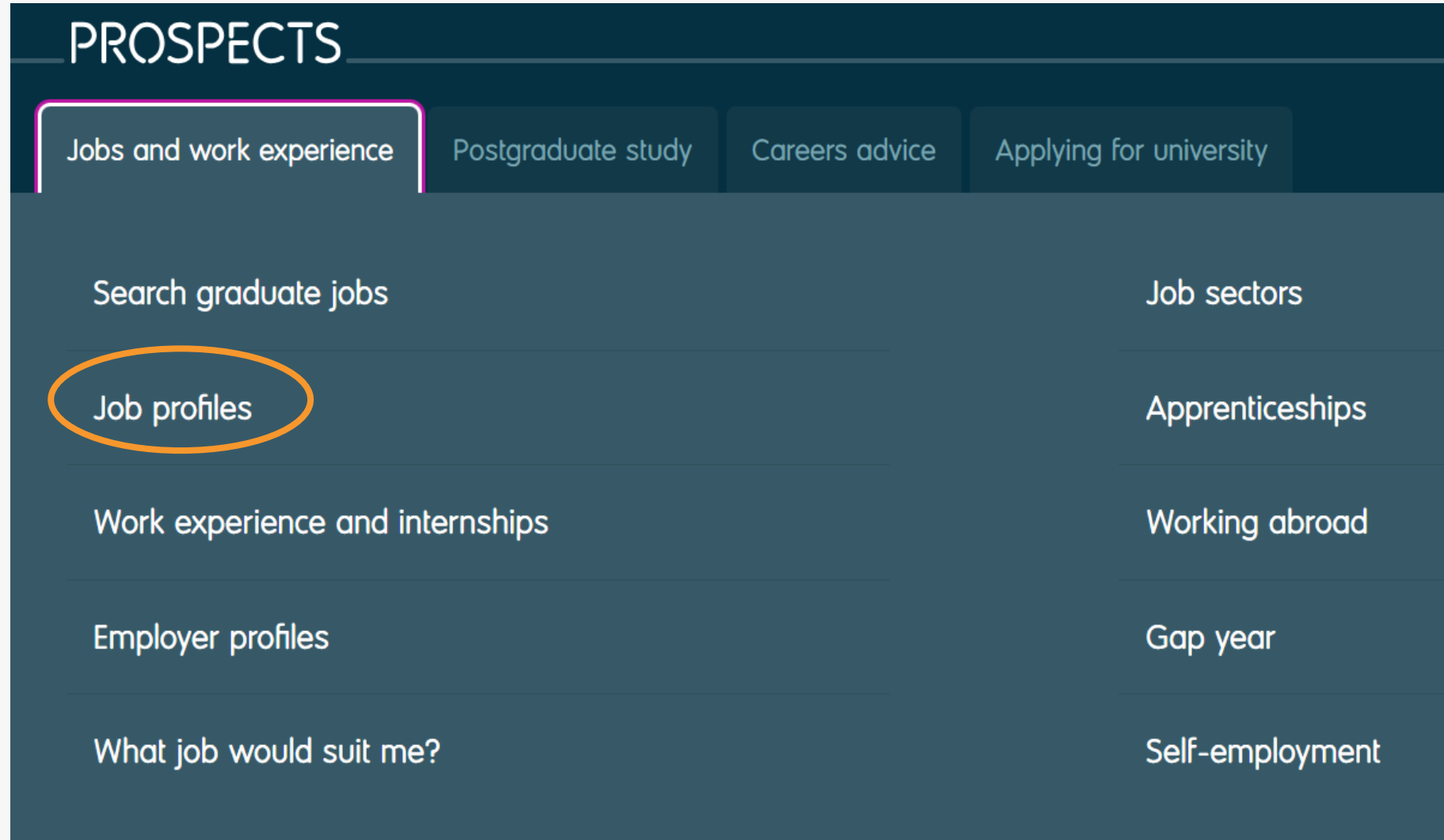
Applying for university

Match me to jobs I'll love

We guide millions of students to make the right choice.
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Start quiz >

Go to job profiles



PROSPECTS

- Jobs and work experience
- Postgraduate study
- Careers advice
- Applying for university


Search graduate jobs	Job sectors
Job profiles	Apprenticeships
Work experience and internships	Working abroad
Employer profiles	Gap year
What job would suit me?	Self-employment



Search for a job that interests you!



Job profiles




Browse by sector >

A-Z

Browse by letter >

If you're not sure what to choose, you can do the careers quiz on **page 21** of your booklet.


What qualifications do you need?



Job profile

Adult nurse


[View all healthcare vacancies](#) >

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Working as an adult nurse offers you the chance to make a real difference to the lives of others

On this profile

- Responsibilities
- Salary
- Qualifications**
- Skills
- Work experience
- Career prospects
- Related jobs and courses



See how well you match this job profile and over 400 others.

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Air Cabin Crew



Qualifications

A degree, HND/foundation degree or postgraduate qualification is not required for entry into work as a cabin crew member. Instead, most airlines expect you to have a good secondary education, with some requiring grade 4 (C) or above in English and maths.

Although not asked for by employers, a degree, HND or foundation degree in one of the following subjects can show the airline that you have an interest in the area:

- hospitality management
- languages
- leisure and tourism management
- travel.

Being able to speak other languages is particularly useful and this could put you at an advantage against other candidates.

Vocational qualifications (NVQs and BTECs) are available at different levels in various cabin crew topics, as well as apprenticeships. They are awarded by bodies such as:

- [City & Guilds](#)
- [Northern Council for Further Education \(NCFE\)](#)
- [Gov.uk](#)



Your pathway

- Complete the action plan ->
- Next steps might be to:
 - Attend an open evening
 - Look for an apprenticeship
 - Get some work experience
- Set a date to review your progress

SHAPING FUTURES Careers Action Plan

My Career Action Plan

Name: Date:

My Career Aim

I would like to be:

The reasons I chose this are:

Qualifications and training required:

My next steps are:

Reviewing my progress:

ct
e

What did we do today?

Go to **page 2** and tick off:

- 04 – My Support Needs



There's more...

- In the Inclusive Transitions booklet you can find out more about applying to Higher Education:
 - Application Process
 - What to do when you've received an offer
 - Student life

