



Our Children's Future



Job trends in our region
for the next 7 years:
A Guide for Teachers,
Pupils
and Parents

Aim of Session

- Raise awareness of work opportunities in our community
- Raise awareness of other DYW resources
- Equip Primary Colleagues with development ideas for Imp Plans
- Discuss other uses

HGIOS 4 Links

2.2 CURRICULUM: *We have a school team who are up-to-date about career and employability prospects.*

3.3 CREATIVITY AND EMPLOYABILITY:
the school is proactive in addressing gender imbalances across the curriculum and challenging any prejudice-based choices about future careers and learning pathways. It works well with all partners to develop an effective approach to careers' education and ensure positive destinations.

GTCS Standards for Middle Leaders

		legislation impacts on, and is reflected in practice.
3.2.2 Middle leaders establish and use strategies to identify individual and team professional learning needs to support the school's improvement agenda.	<ul style="list-style-type: none"> • take responsibility for, and engage actively in, on-going professional learning to enhance their personal and professional skills and knowledge base; • promote ambition and set high expectations of continuing professional learning for the team and ensure opportunities which deliver this; • use coaching and mentoring skills to support the PRD process; • ensure that meaningful and rigorous PRD takes place regularly and that the outcomes of the process contribute to professional practice. 	<ul style="list-style-type: none"> • Evidence of ongoing professional learning through PRD process and reflective self-evaluation. • Evidence of Professional Learning Plan that has impacted on practice and on learners. • Ability to create a culture and ethos of continued professional learning within the team/school. • Evidence of providing opportunities and funding where appropriate to support the team in their own professional learning. • Evidence of a coaching and mentoring approach to staff PRD. • Evidence that rigorous PRD takes place for all staff within the team. • Ensure that staff development opportunities are well planned within improvement targets and have impact on learners. • Evidence of distributive leadership and collegiate ethos within the team. • Evidence of planned opportunities for collaborative learning within the team including; Learning rounds peer observations, action research projects, co-op teaching, work shadowing, focused professional reading. • Development of coaching and mentoring skills in supporting colleagues.
3.2.3 Middle leaders create coherent opportunities for collaborative development activities.	<ul style="list-style-type: none"> • create opportunities for colleagues to take on leadership roles; • lead team participation in professional learning community processes; • build constructive relationships that foster commitment and collegiality; • use coaching and mentoring to support colleagues and build these skills to develop peer support. 	
3.2.4 and 3.2.5 - SEE NEXT PAGE		



OUR LOCAL EMPLOYMENT CONTEXT 1: LABOUR MARKET

Our Region Now?

- Number of vacancies over next 7 years in Shire/City?
- Top performing industries/sectors?
- Prediction for our population as whole?

Our Region Now?

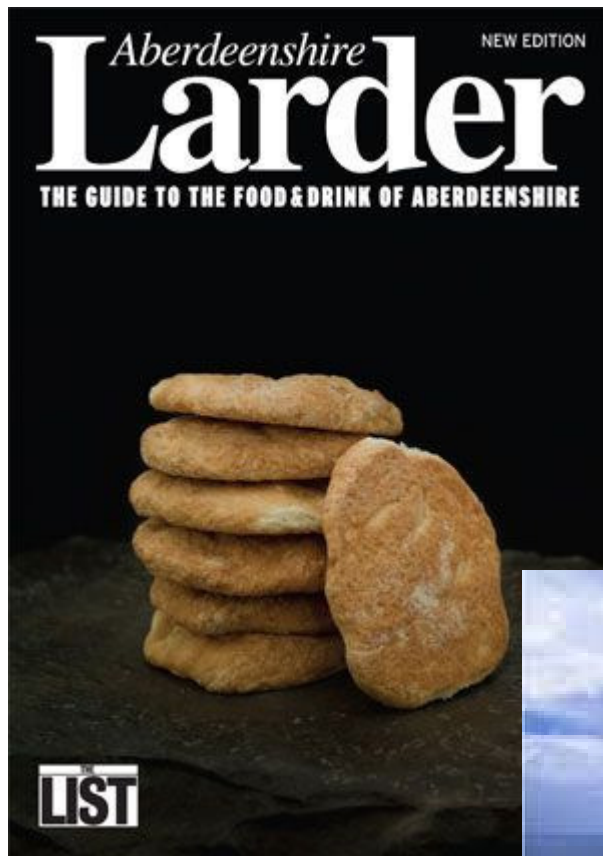




11 November 2016

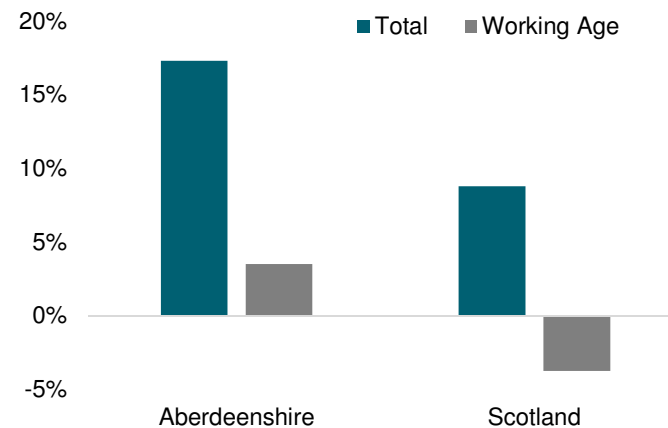
Signing ceremony completes £250m Aberdeen City Region Deal





Population and Projections

Forecast Population Growth 2012-2037:



- Total population forecast to increase by 17% - almost twice that for Scotland (9%)
- Aberdeenshire working age population projected to increase by 4% in contrast to fall (4%) in Scotland

Overall Job Demand 2016-2024

Total: 38,200.

Most vacancies in:

Professional - 9,400

- Eg. Scientists
- Health, nursing, therapists (Physio etc), opticians
- HE/FE/School teachers,
- Architects
- Social workers
- Librarians
- Env health
- Journalists

Skilled trades – 5,300

- Eg. Farmers, food processing, fishing skipper
- Welders and construction trades (joiner, bricklayer etc)
- Grounds and greenkeeping,
- Chef, bar/catering manager

Most vacancies in:

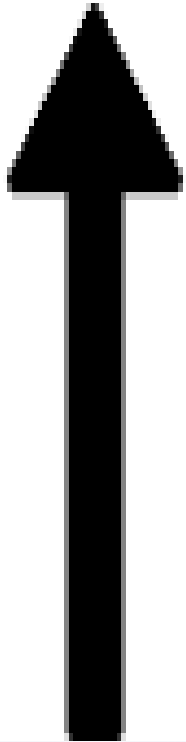
Elementary

Occupations – 6,400

- Electrician's mate
- Labourer, farm/forestry worker, fishing
- Postal worker, courier
- Office worker/junior
- Cleaner, security guard, shelf filler, warehouse assistant.

**care, leisure and other
service occupations –
3,900**

Growth areas for Jobs 2016-2024



Total employment up slightly (0.2%) on average each year from 2016 to 2024.

Growth in:

Professional, scientific and technical activities: 1,700 jobs

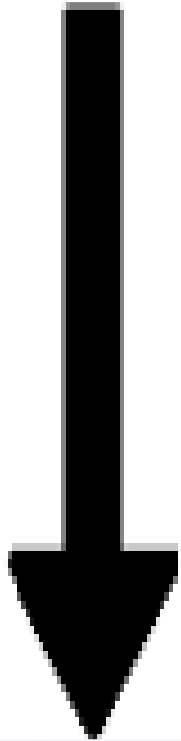
Construction: 1,200

Administrative and support activities: 900

Wholesale and retail trade sector: 400 each

Accommodation and food services jobs (2015) 600

Falling demand



Falling employment over next 7 years within:

Manufacturing	- 1800
Mining (ie extraction of oil/gas)	- 800

Implications of Labour Market Data

- For the school as a whole?
- For class teachers?

What does this mean for me?

flexibility,



- **Need to be flexible.** Non-traditional employment increasing.
- Fewer conventional career-paths, and less movement between sectors.
- Variety of skills needed including career management.
- Need for both traditional learning (theory) and work based learning (practical).

Ways to use the data

- Could you use this information with children? If so, how?
(Consider age range/group size/event type/time of year/who lead/types of activity)
- How would you use it with staff?*(Event type/group size/who lead/time of year/types of activity)*
- With parents?*(Event type/group size/who lead/time of year/types of activity)*



OUR LOCAL EMPLOYMENT CONTEXT 2: SKILLS' NEEDS

What do employers want?

Important skills for business (Top 3)



90%

Communication
Skills



88%

Team Work

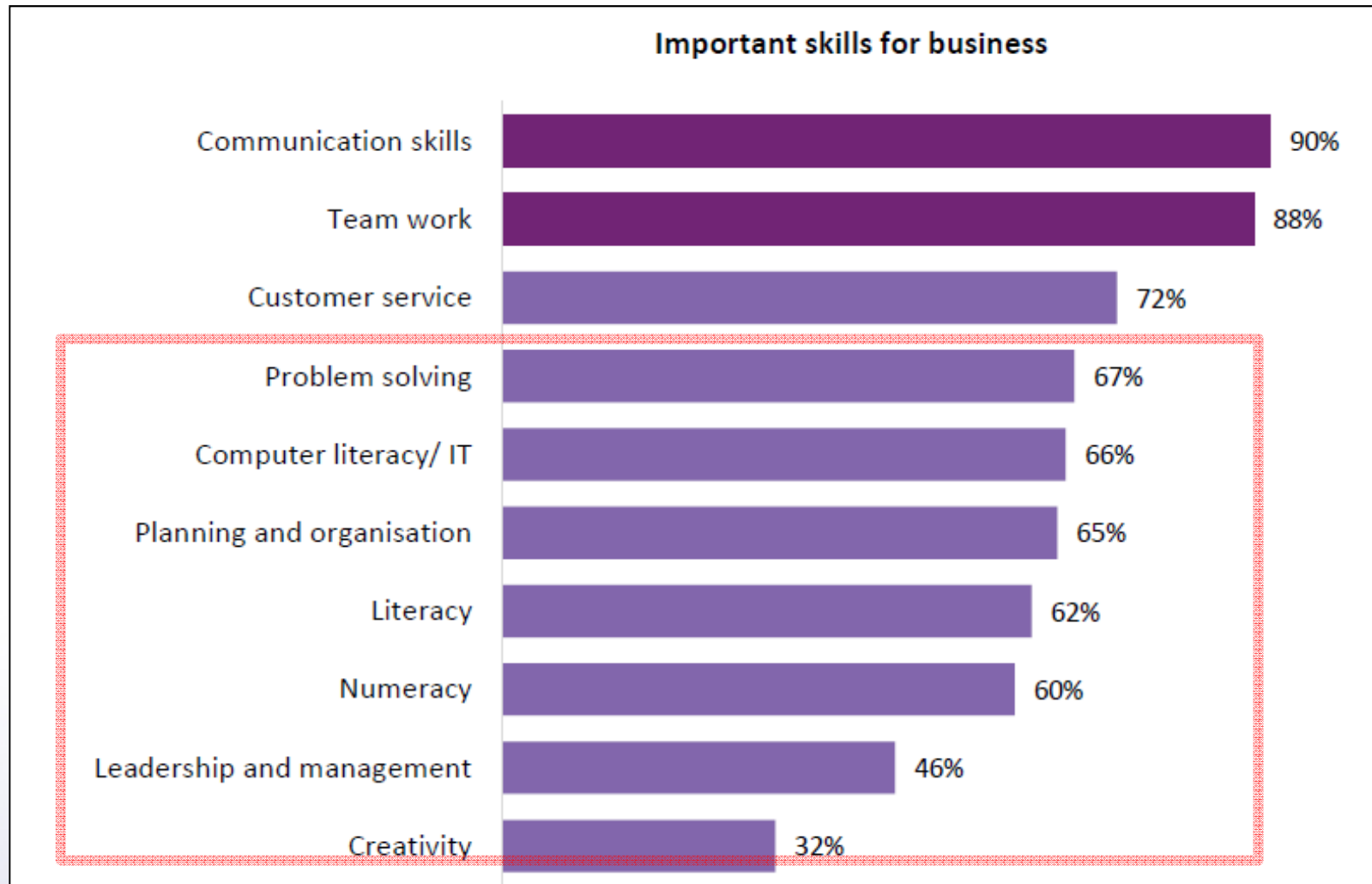


72%

Customer Service

Identified by Aberdeen and Grampian Chamber of Commerce

What employers want....Skills



What employers want... Skills Gaps

Skills shortages (Top 3)



38%

Leadership and
management



32%

Languages



25%

Computer literacy
/ IT

Identified by Aberdeen and Grampian Chamber of Commerce

DYW

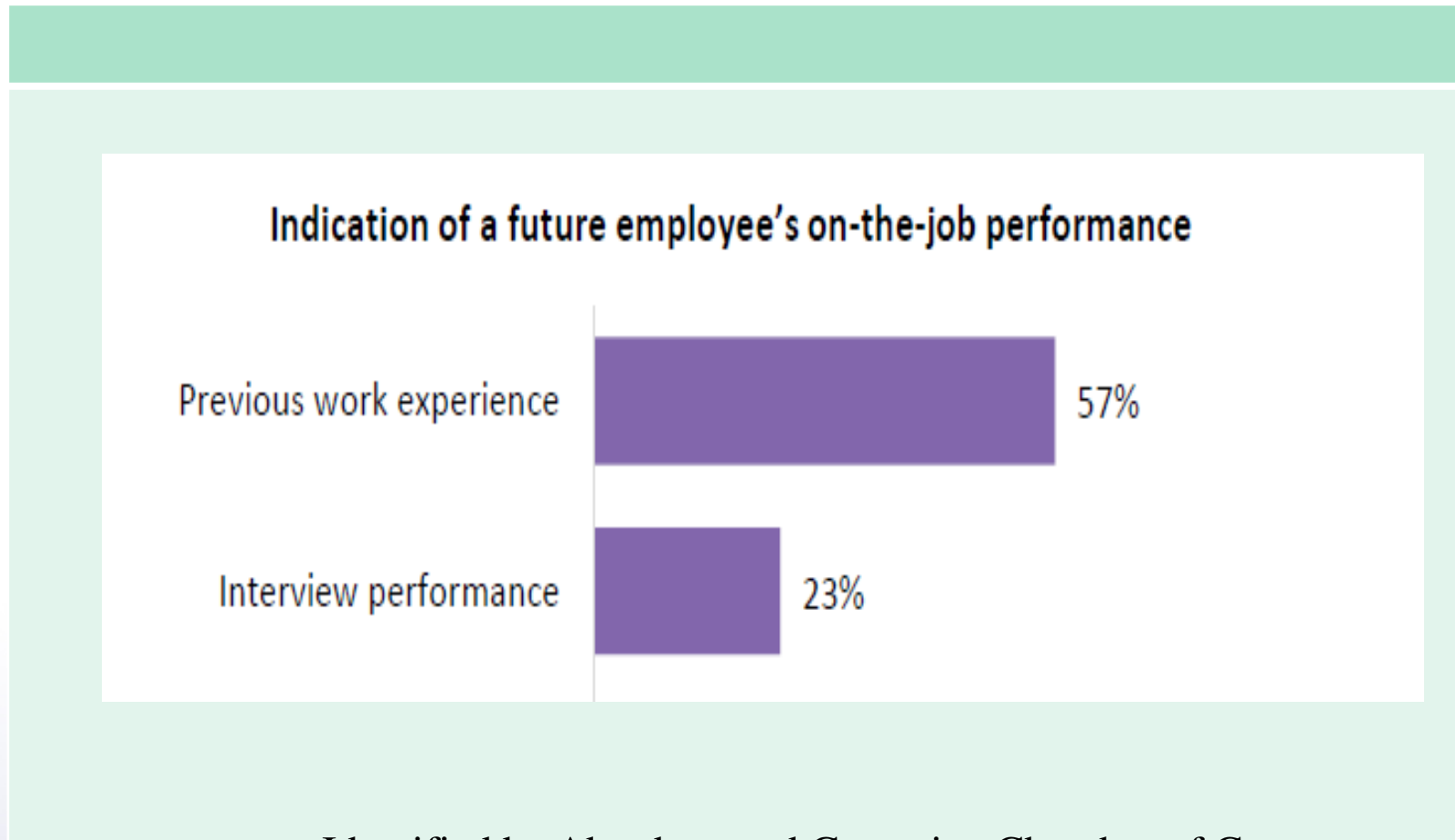
ABERDEENSHIRE

Developing the
Young Workforce

Aberdeenshire
COUNCIL



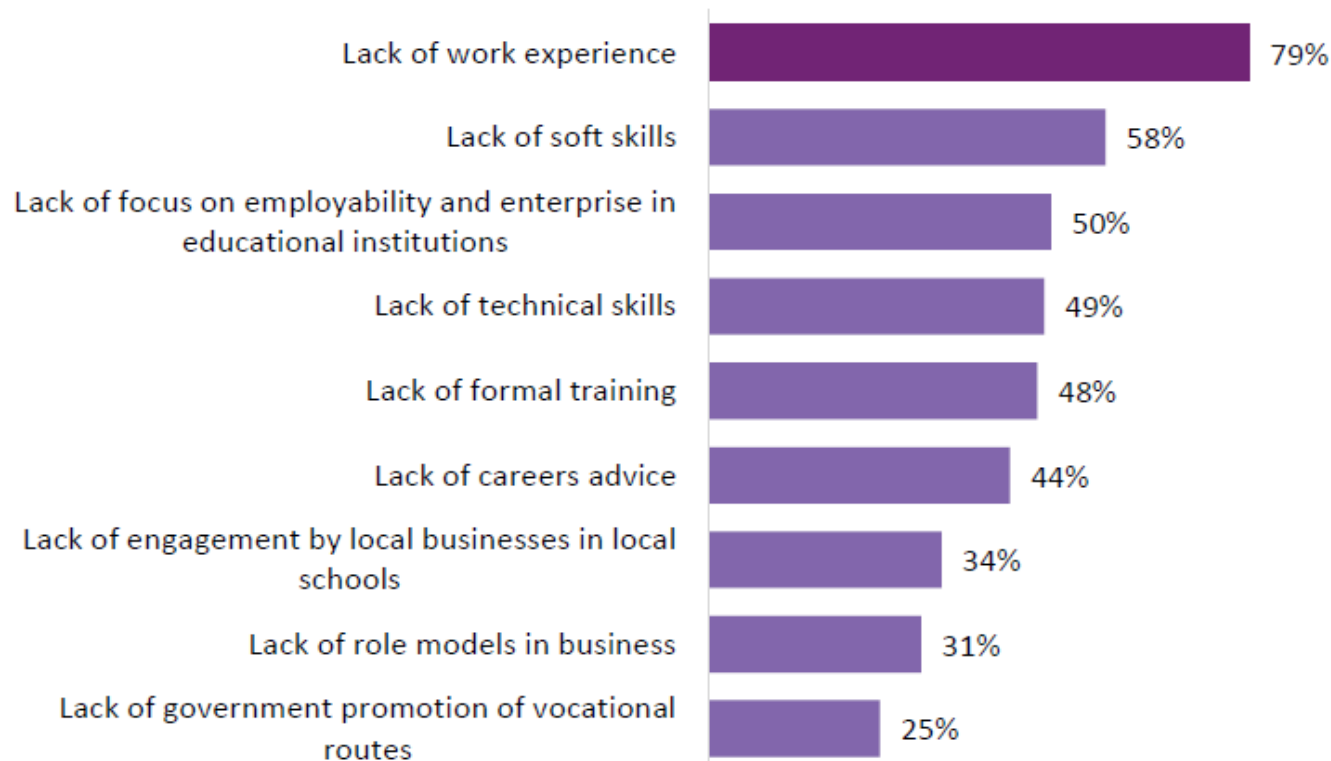
What employers want... experience



Identified by Aberdeen and Grampian Chamber of Commerce

What employers want... experience

Reasons young people and the long term unemployed may be unprepared for work

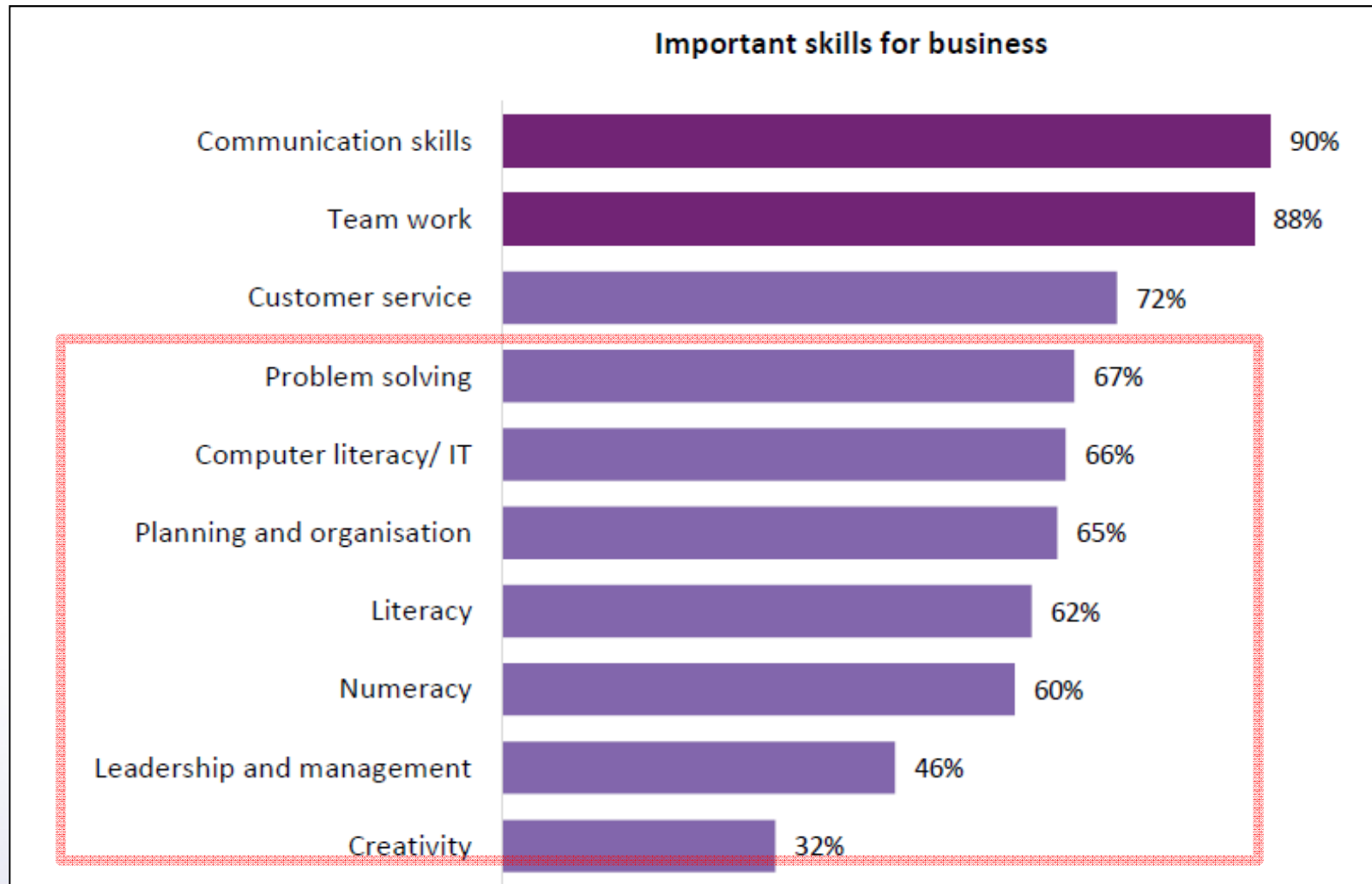


Identified by Aberdeen and Grampian Chamber of Commerce

Developing the Employability Skills' Agenda

- Do you discuss with children what skills they are developing through activities? If so, how do you do this? Do you record it?
- Do you link these skills to any jobs or sectors? How do you do this?

What employers want....Skills



Job Sector Information

Consider doing some preliminary work with the young people in your class on what the phrase “job sector” means and some of the ones they may know about.

This may include:

- Researching different job sectors to find out the kind of jobs in each sector. The Skills Development Scotland resource My World of Work may be useful for this
- Asking parents and family members what job sector they work in
- Finding out about the jobs in different sectors

Job Sectors

- In a larger primary school different classes from P4-7 could do research in different sectors and share this with P1-3 classes.
- In a smaller school a P4-7 composite could work in teams to find out about sectors and share this with younger pupils at assemblies/in class
- You may wish to focus on one or more of the local growth sectors in Opportunity North East – ie Food and Drink, Tourism, Life Sciences and Oil and Gas

Other Suggestions?