



My Learning **My Future**

Where can studying Hair and Beauty take you?

Highlighting the relevance of Hair and Beauty to future careers and opportunities



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THE CAREERS &
ENTERPRISE
COMPANY

Why Hair and Beauty matters

Have you ever considered where studying Hair and Beauty can take you?

Today, we'll be exploring some of the career opportunities that are available to you, as well as the various pathways you can take to get there.

What pathways can you take with this subject?

What do you think these roles involve (daily task, etc.)?

What careers can you think of that use Hair and Beauty?

What skills do you think you might need for these roles?

Why is Hair and Beauty an important subject?

Why it matters: Hair and Beauty
Wiltshire College & university - YouTube



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Explore a career as a...

Here are some
example roles and
careers linked to

Hair and Beauty



Franchise Owner

BBC Bitesize case study

icould case study

BBC Bitesize case study



Magazine Journalist

icould case study

icould case study



Further education Lecturer

icould case study



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Explore a career as a...

Here are some
example roles and
careers linked to

Hair and Beauty



Hair Stylist

icould case study

BBC Bitesize case study



Make Up Artist

icould case study

icould case study



Beauty Therapist

icould case study

YEUK case study

Discover more about the role

Explore careers using National Careers Service and find out about what jobs involve and how they are right for you

Includes:

- Average salary
- Typical hours
- Work patterns
- Pathways/How to become
- Essential Skills
- Daily tasks
- Career path and progression
- Current opportunities

Research Ideas:

Franchise Owner
Magazine Journalist
Further education Lecturer
Make Up Artist
Hairdresser
Beauty Therapist

National Careers Service

We provide information, advice and guidance to help you make decisions on learning, training and work.

This service is available to people who live in England.

Skills assessment

Learn more about your skills and match them to potential new careers.

[Assess your skills](#)

Explore careers

Choose from over 800 career profiles to discover what each job involves.

[Search job profiles](#)

Find a course

Look for online learning opportunities and training courses local to you.

[Look for courses](#)

Careers advice

Making career choices

Whether starting your career, changing job or if you have been affected by COVID-19, understand and make the right choice for you.

Getting a job

Be successful in the recruitment process with tips on great CVs, interviews and graduate scheme applications.

Progressing your career

Move up in your career by developing new skills. Find opportunities like volunteering and online learning.

About us

The National Careers Service can help you with your career, learning and training choices. [Find out more](#) about the different ways we can support you.

Speak to a careers adviser

Wherever you are in your decision-making, you can call us on [0800 100 900](tel:0800100900) or [use webchat](#).

Follow us

[Twitter](#)
[Facebook](#)
[LinkedIn](#)
[YouTube](#)

Why not teach Hair and Beauty?

Start in the classroom, where you go from there is up to you. Bring your passion for your subject, keep learning, and pass your knowledge onto others

- No two days are the same – and neither are the pupils
- Once qualified you can teach throughout your life
- You could teach abroad
- Progress your career into leadership and management
- Bring your outside interests into the classroom and your subject

Explore teaching

Daniel's Story

Jem's Story

Shaniqua's Story

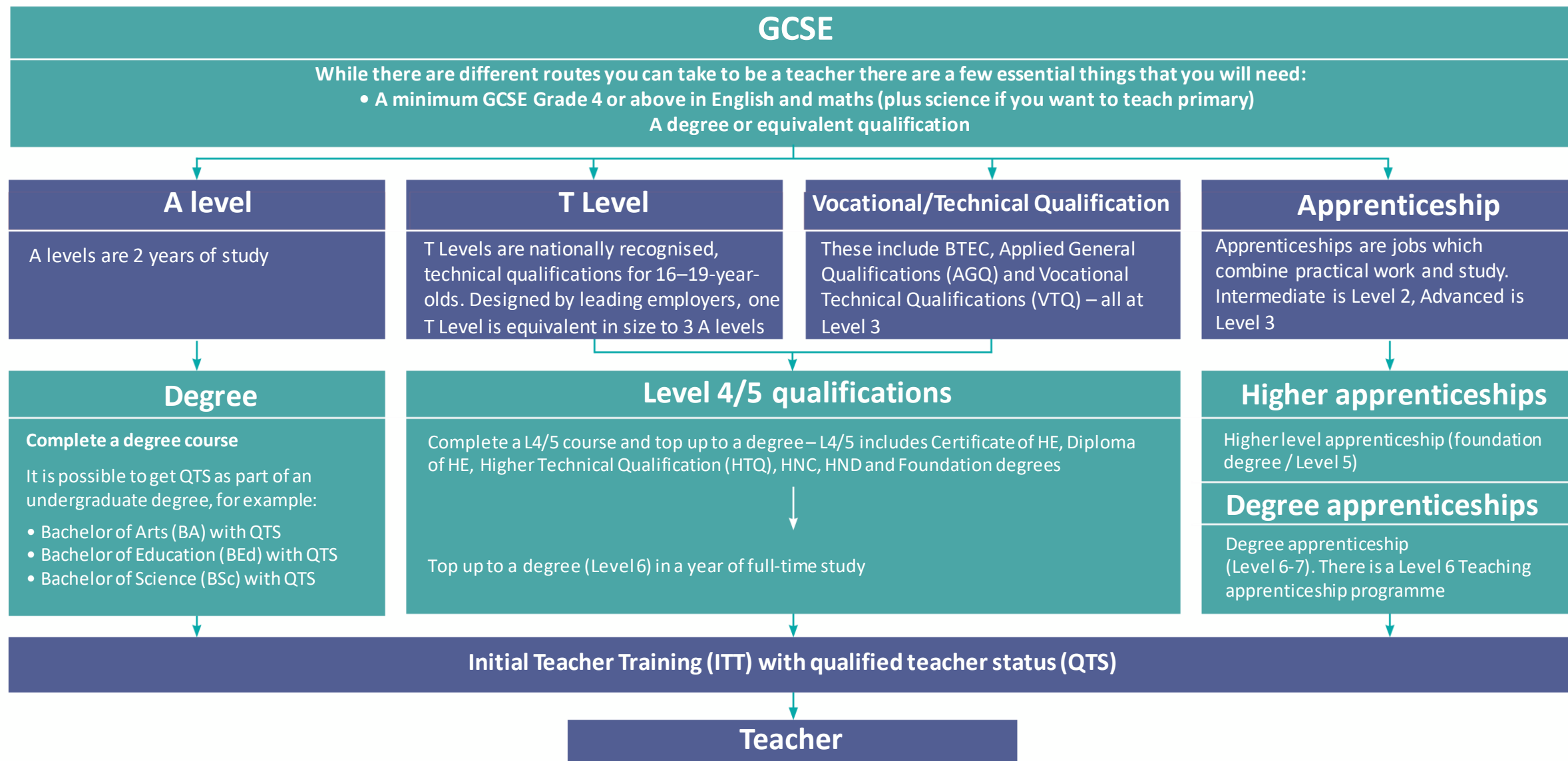
The right skills to teach?

Work well
in a team?

Love to nurture
imagination?

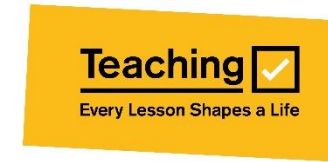
Love to keep
learning?

What makes a
great teacher?





Why not teach activity?



- Pick a topic in Hair and Beauty you think you would like to try and teach
- Agree your choice of topic with your teacher and the length of session (and with which group)
(It may be the perfect opportunity to try this with a younger class lower down the school, or as a transition activity for Y6)
- Plan a short activity to cover the topic in a way you feel will be engaging and memorable for your peers as part of a lesson starter, main activity or plenary

Consider:

- What are you trying to achieve (teach)? Be clear what information you intend to impart
- How will you make it fun? How will you make it 'stick'? How long will this take?
- What type of activity will you plan for? (written/practical)
- How will you know others have learned it?
- How will you make sure everyone is stretched and challenged?
- What will the end-product be?

Once you have checked it with your teacher, try the lesson with a small group (as agreed by your teacher)

Try and get feedback during and after the session from those in the lessons and from the teacher

After, consider:

- What you enjoyed about the experience
- Whether this is something, with training, you would enjoy
- How you felt when others learned from you



5 |



Non-obvious jobs using Hair and Beauty: Ever thought about..?



How to become a Hair and Make-up
Junior for Small Axe



How to become a Make-up Artist:
Amrita's story



How to become a founder of a makeup
brand: Jessica's story



Careers ideas and
information - Hair and Beauty



Aromatherapist | Explore careers |
National Careers Service



Reiki Healer | Explore careers |
National Careers Service



Tattooist and Body Piercer | Explore
careers | National Careers Service



<https://www.bbc.co.uk/bitesize/articles/zhst2sg>



<https://nationalcareers.service.gov.uk/explore-careers>

MYPATH Job of the week (Hair and Beauty)



Tattoo Artist



Barber



Beauty Therapist



Hair & Beauty careers in a changing world: How can I future-proof my career pathway?

The world will be changing drastically in the next few years to cope with the impacts of climate change and nature loss, and the need to lower greenhouse gas emissions and unsustainable practices. How might this steer your choice of career path using your Hair & Beauty skills?

Sustainability

means meeting our own needs without compromising the ability of future generations to meet their own needs.

(UN definition)



Founders4Schools



Hair & Beauty careers in a changing world



Sustainable Hairdresser



Engineer (Lush)



Make-up Artist



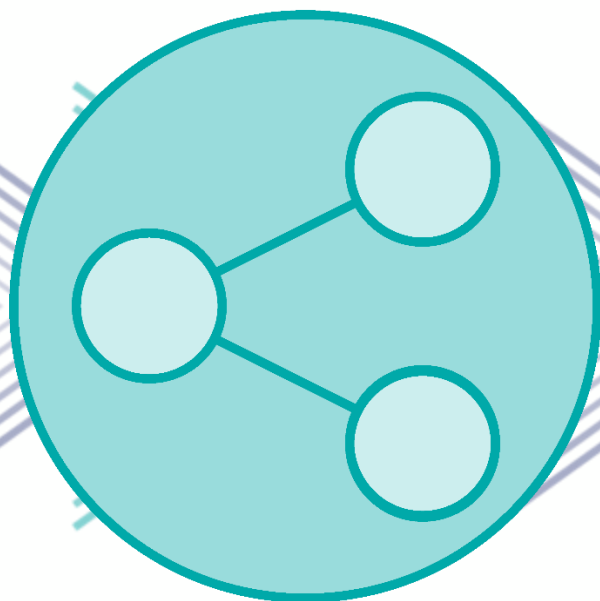


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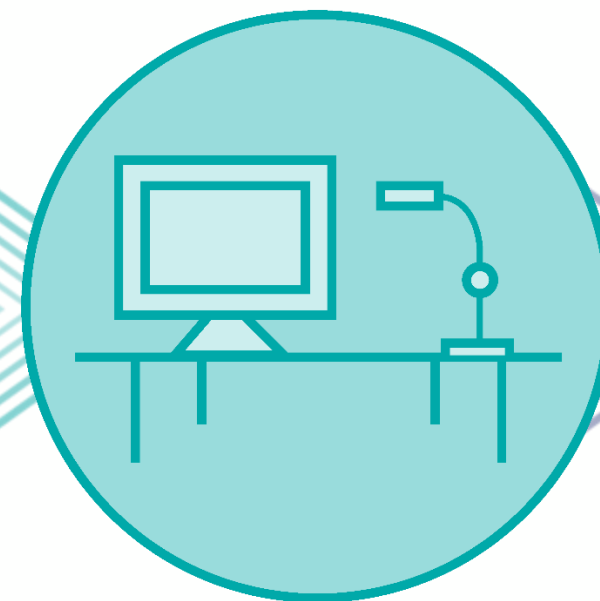
7 | Hair and Beauty Pathways



Combine Study
and Work



Study



Work



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7 | Combine Study and Work

Apprenticeships

- Hair and Beauty Studies
- Beauty Therapy
- Nail Technology
- Media Make Up
- Beauty and Spa Therapy
- Theatrical Effects and Media Make Up Artistry
- Complementary Therapies

T Levels

T Levels | National Careers Service

Hairdressing, Barbering and Beauty Therapy | T Levels

VTQs

Vocational Technical Qualifications (VTQs) | National Careers Service

- Barbering
- Advanced and Creative Hair Professionals
- Technical Salon Management
- Production Arts
- Complementary Therapies
- Beauty Therapy
- Theatre and Media Make Up
- Retail Knowledge
- Beauty Therapy and Nail Service
- Spa and Nails

[Find more >](#)



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Study Pathways

HTQs (Higher Technical Qualifications)

Higher technical qualifications (HTQs) | National Careers Service

You might find courses in:

- Performing Arts (Media, Hair and Make Up)
- Specialist Make Up
- Creative Media (visual effects)
- Beauty Therapy



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A levels

A levels | National Careers Service

You might find courses in:

There are no A levels available

Higher education

Higher education | National Careers Service

You can explore undergraduate courses in Hair and Beauty

You might find courses in:

- Acupuncture
- Advanced Skin Techniques
- Advanced Make Up, Hair and Prosthetics
- Theatrical Hair and Media Make Up
- Salon and Spa Management
- Hair and Make Up for Screen and Film
- Aesthetic Practitioner
- Beauty Therapy
- Beauty Communication and Promotion
- Artistic Make Up and Special Effects
- Fashion and Beauty Media



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7 | Work Pathways

Supported internships with an education, health and care plan

[Supported internships](#) | [National Careers Service](#)

[Watch Saul's story](#)

You might read about:

- [Access to Work Funding](#) (if you have a disability or health condition)
- [Preparing for Adulthood](#)
- [Talking Futures](#) (A parents' toolkit for career conversations)

School leaver schemes

[School leaver schemes](#) | [National Careers Service](#)

You might read about:

- [How to fill in an application form](#)
- [How to write a CV](#)
- [Interview help](#)
- [Progressing your career](#) (Careers Advice from NCS)



Discover Uni

**Have you ever
considered if higher
education is right
for you?**

1. Go to <https://discoveruni.gov.uk/>

2. Search for a course or subject

(You should get a page of search results, you can filter these by university or college, whether you want to study full or part time or perhaps you want to see that courses are near you)

Once you have had a look at a few different courses and subjects now it is time to compare some side by side

3. Check out this video which shows you how to use our comparison tool <https://youtu.be/dBFzCQgTp8I> -
Pick 5 courses and add these as a saved course and then you can compare

4. Once you have your chosen five side by side, try to answer the following questions:

- a. What kinds of qualifications do students on the course have when they start the course?
- b. How many have a placement year?
- c. How many courses let you study abroad?
- d. Which has the highest student satisfaction rating? How do you know this?
- e. What kinds of job do graduates from this course go on to?
- f. Which course has the highest salary after three years? (higher/lower than national average)
- g. Choose your favourite course and explain why you chose this course over the others?



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4. Once you have your chosen five side by side, try to answer the following questions:

Is the data I am looking at for a course or a subject?

- a. What year, or years, does the data relate to?
- b. How many students or graduates is this data based on?
- c. Does the data represent all the students on the course or subject area?
- d. Does the data include people like me?
- e. What factors might impact the data?



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1 |



In 10 years time...

Job in 10 years time (related to Hair and Beauty):

What GCSEs helped you get this job:

What KS5 Pathways choice did you make and what did you study:

Apprenticeship

T level

A Level

other L3 equivalent

Post 18 pathways choices did you make: explain:

Study & Work

Study

Work

Essential skills used in the job:

Progression route:



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My local options...

Subject chosen (related to Hair and Beauty):

Local college options:

Local apprenticeships options:

Other options:

The pros and cons of these options for me:

Pros:

Cons:

Consider how these will apply and explain:

Cost _____

Travel _____

Convenience _____

Aspirations _____

Personal circumstances _____

Other _____

Final choice – justify:

Next steps:



3 |



Prepare a 3 - 5 minute talk to share with a small group on any role that interests you related to Hair and Beauty



What's the role



Where do you need to go to carry out the role



Where has the interest come from



What's the chances of getting this role



What do you need to do to become one



Who do you look up to in this role



Where can you go to study and what level of study



What might a typical day look like



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My career path....





8 | 

Essential Skills

Here are three
key skills needed
for a career that
uses

Hair and Beauty



The oral
transmission of
information or ideas

[Watch
here](#)

[Short Lesson
Speaking Step 6-8](#)

[Short Lesson
Speaking Step 8-10](#)

[Short Lesson
Speaking
Step 10-12](#)



The receiving,
retaining and
processing
of information or ideas

[Watch
here](#)

[Short Lesson
Listening Step 6-8](#)

[Short Lesson
Listening Step 8-10](#)

[Short Lesson
Listening Step
10-12](#)




Supporting, encouragin
g and developing
others to achieve a
shared goal

[Watch
here](#)

[Short Lesson
Leadership Step 6-
8](#)

[Short Lesson
Leadership Step 8-
10](#)

[Short Lesson
Leadership Step
10-12](#)

	Video	Skills Builder Resource KS3	Skills Builder Resource KS4	Skills Builder Resource Post 16
 The oral transmission of information or ideas	Watch here	Short Lesson Speaking Step 6-8	Short Lesson Speaking Step 8-10	Short Lesson Speaking Step 10-12
 The receiving, retaining and processing of information or ideas	Watch here	Short Lesson Listening Step 6-8	Short Lesson Listening Step 8-10	Short Lesson Listening Step 10-12
 Supporting, encouragin g and developing others to achieve a shared goal	Watch here	Short Lesson Leadership Step 6- 8	Short Lesson Leadership Step 8- 10	Short Lesson Leadership Step 10-12



	Speaking	Tick which apply
Step 6	I speak effectively by using appropriate tone, expression and gesture	
Step 7	I speak engagingly by using facts and examples to support my points	
Step 8	I speak engagingly by using visual aids to support my points	
Step 9	I speak engagingly by using tone, expression and gesture to engage listeners	
Step 10	I speak adaptively by changing my language, tone and expression depending on the response of listeners	
Step 11	I speak adaptively by planning for different possible responses of listeners	
Step 12	I speak adaptively by changing my content depending on the response of listeners	

My Strength (s)

My area (s) of Development



8 |



	Listening	Tick which apply
Step 6	I show I am listening by how I use eye contact and body language	
Step 7	I show I am listening by using open questions to deepen my understanding	
Step 8	I show I am listening by summarising and rephrasing what I have heard	
Step 9	I am aware of how a speaker is influencing me through their tone	
Step 10	I am aware of how a speaker is influencing me through their language	
Step 11	I listen critically and compare different perspectives	
Step 12	I listen critically and think about where differences in perspectives come from	

My Strength (s)

My area (s) of Development



8 |



	Leadership	Tick which apply
Step 6	I manage disagreements to reach shared solutions	
Step 7	I recognise my own strengths and weaknesses as a leader	
Step 8	I recognise the strengths and weaknesses of others in my team	
Step 9	I recognise the strengths and weaknesses of others in my team, and use this to allocate roles accordingly	
Step 10	I support others through mentorship	
Step 11	I support others through coaching	
Step 12	I support others through motivating them	

My Strength (s)

My area (s) of Development



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