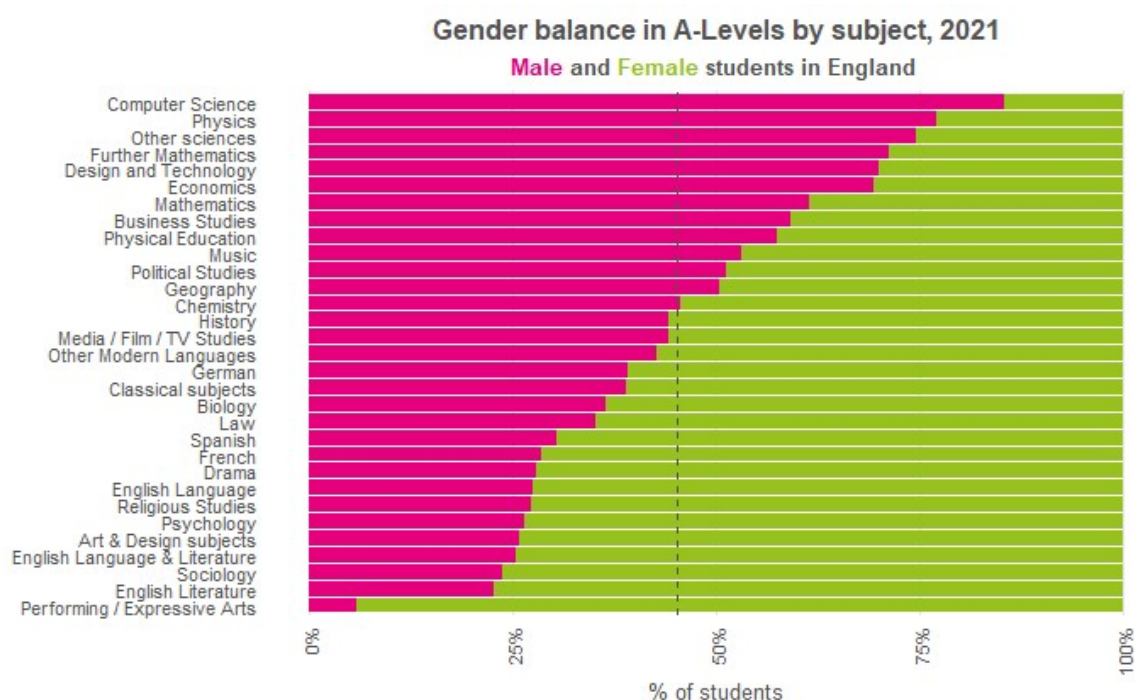




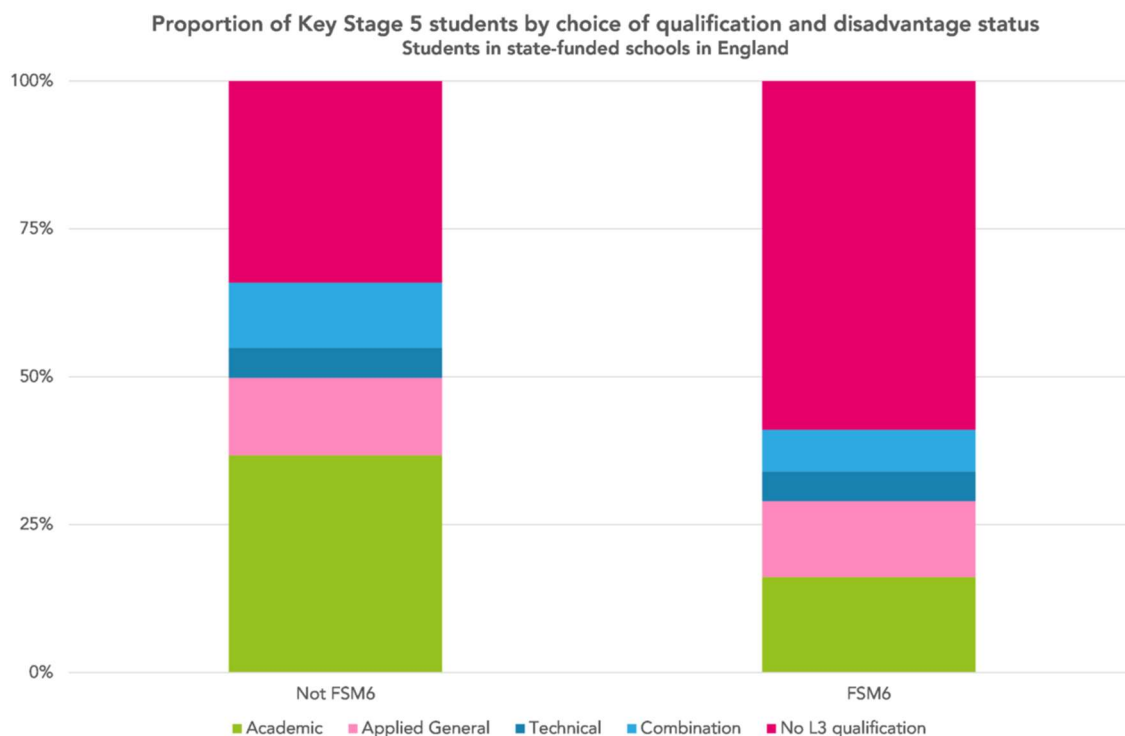
## Linking learning to jobs

Post-16 subject choice is one area that inequalities in a school can be seen. National data show clear differences in choices between boys and girls: following western stereotypes which we could summarise as STEM for boys and Arts for girls. The two extremes of this are performing Arts (94% female in 2021) and Computer Science (85% male in 2021). These figures are not news, and have been widely reported on for decades. There have been some very small changes, with the number of girls choosing computer science, physics and further maths have small increases; but there hasn't been the same changes seen in female dominated subjects.



<https://ffteducationdatalab.org.uk/2021/09/which-a-level-subjects-have-the-best-and-worst-gender-balance/>

The inequalities are not limited to gender, when we look at post-16 subject choice for disadvantaged students we see they are more likely to choose a general and technical route than their advantaged peers. Since disadvantages students tend to have lower KS4 attainment, this may explain some impact on subject choices, but at every level of attainment, disadvantage students are less likely to complete a Level 3 qualification, or choose an academic option.



<https://ffteducationdatalab.org.uk/2022/04/do-disadvantaged-students-choose-different-subjects-from-their-peers-at-key-stage-5/>

A student is more likely to engage with a subject if they feel 'it's for them'. So, how can we increase their chances of engaging? To start, you can consider:

- Are they welcomed into the lesson?
- How do they see themselves represented?
- Are there any stereotypes around the subject that might impact how they feel about it?
- Do they know where the subject leads and how to get there?

As you can tell, building an inclusive environment is key to starting to challenge the inequalities in subject choice; but it is something that needs ongoing honest reflection and monitoring.

Everything we offer from Inclusion In School is aimed at equalising opportunity for students and will help you build an inclusive school where all students know that all opportunities are available to them: regardless of stereotypes and societal bias.