



# 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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# 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?

Why is Hair and Beauty an important subject?

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

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



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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



Make Up Artist  
[icould case study](#)  
[icould case study](#)



Hair Stylist  
[icould case study](#)

[BBC Bitesize 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.

<p><b>Skills assessment</b></p> <p>Learn more about your skills and match them to potential new careers.</p> <p style="text-align: center;"><a href="#">Assess your skills</a></p>	<p><b>Explore careers</b></p> <p>Choose from over 800 career profiles to discover what each job involves.</p> <p style="text-align: center;"><a href="#">Search job profiles</a></p>	<p><b>Find a course</b></p> <p>Look for online learning opportunities and training courses local to you.</p> <p style="text-align: center;"><a href="#">Look for courses</a></p>
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**Careers advice**

<p><b>Making career choices</b></p> <p>Whether starting your career, changing job or if you have been affected by COVID-19, understand and make the right choice for you.</p>	<p><b>Getting a job</b></p> <p>Be successful in the recruitment process with tips on great CVs, interviews and graduate scheme applications.</p>	<p><b>Progressing your career</b></p> <p>Move up in your career by developing new skills. Find opportunities like volunteering and online learning.</p>
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<p><b>About us</b></p> <p>The National Careers Service can help you with your career, learning and training choices. <a href="#">Find out more</a> about the different ways we can support you.</p>	<p><b>Speak to a careers adviser</b></p> <p>Wherever you are in your decision-making, you can call us on <a href="tel:0800100900">0800 100 900</a> or <a href="#">use webchat</a>.</p>	<p><b>Follow us</b></p> <p><a href="#">Twitter</a></p> <p><a href="#">Facebook</a></p> <p><a href="#">LinkedIn</a></p> <p><a href="#">YouTube</a></p>
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# 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?



## GCSE

While there are different routes you can take to be a teacher there are a few essential things that you will need:

- A minimum GCSE Grade 4 or above in English and maths (plus science if you want to teach primary)
- A degree or equivalent qualification

### A level

A levels are 2 years of study

### T Level

T Levels are nationally recognised, technical qualifications for 16–19-year-olds. Designed by leading employers, one T Level is equivalent in size to 3 A levels

### Vocational/Technical Qualification

These include BTEC, Applied General Qualifications (AGQ) and Vocational Technical Qualifications (VTQ) – all at Level 3

### Apprenticeship

Apprenticeships are jobs which combine practical work and study. Intermediate is Level 2, Advanced is Level 3

### Degree

#### Complete a degree course

It is possible to get QTS as part of an undergraduate degree, for example:

- Bachelor of Arts (BA) with QTS
- Bachelor of Education (BEd) with QTS
- Bachelor of Science (BSc) with QTS

### Level 4/5 qualifications

Complete a L4/5 course and top up to a degree – L4/5 includes Certificate of HE, Diploma of HE, Higher Technical Qualification (HTQ), HNC, HND and Foundation degrees

Top up to a degree (Level 6) in a year of full-time study

### Higher apprenticeships

Higher level apprenticeship (foundation degree / Level 5)

### Degree apprenticeships

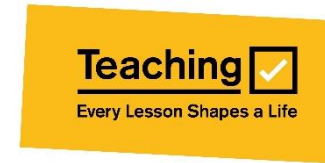
Degree apprenticeship (Level 6-7). There is a Level 6 Teaching apprenticeship programme

Initial Teacher Training (ITT) with qualified teacher status (QTS)

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





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## 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>



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# 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)*





# Hair & Beauty careers in a changing world



Sustainable Hairdresser



Engineer (Lush)

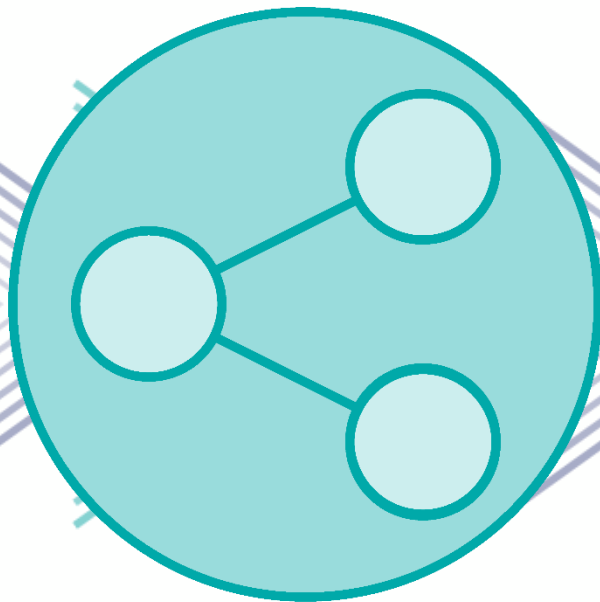


Make-up Artist





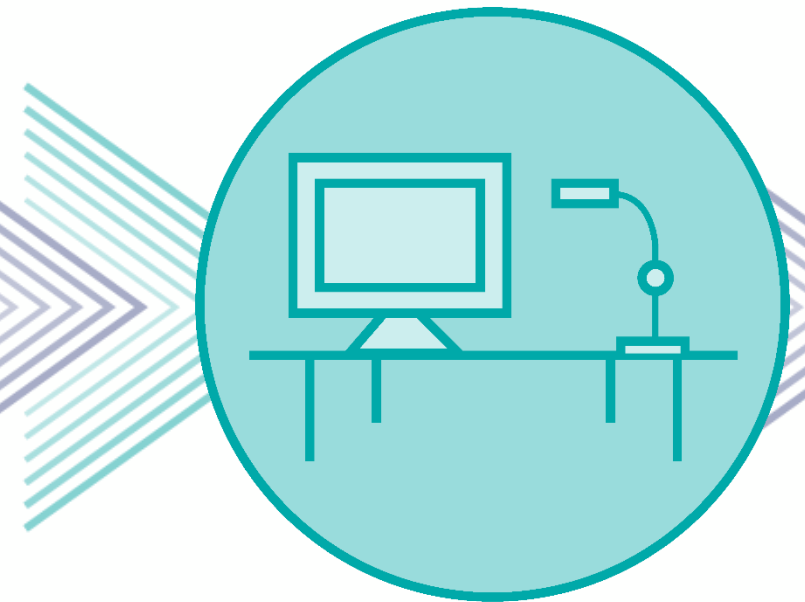
## 7 | Hair and Beauty Pathways



Combine Study  
and Work



Study



Work



# 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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# 7 | 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

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





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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)







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# 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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## In 10 years time...

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

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**What GCSEs helped you get this job:**

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

Apprenticeship    T level    A Level    other L3 equivalent

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**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....**





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# 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 developin  
g 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
 <b>The oral transmission of information or ideas</b>	<a href="#">Watch here</a>	<a href="#">Short Lesson Speaking Step 6-8</a>	<a href="#">Short Lesson Speaking Step 8-10</a>	<a href="#">Short Lesson Speaking Step 10-12</a>
 <b>The receiving, retaining and processing of information or ideas</b>	<a href="#">Watch here</a>	<a href="#">Short Lesson Listening Step 6-8</a>	<a href="#">Short Lesson Listening Step 8-10</a>	<a href="#">Short Lesson Listening Step 10-12</a>
 <b>Supporting, encouraging and developing others to achieve a shared goal</b>	<a href="#">Watch here</a>	<a href="#">Short Lesson Leadership Step 6-8</a>	<a href="#">Short Lesson Leadership Step 8-10</a>	<a href="#">Short Lesson Leadership Step 10-12</a>



8 |



	<b>Speaking</b>	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 |



	<b>Listening</b>	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 |



	<b>Leadership</b>	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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