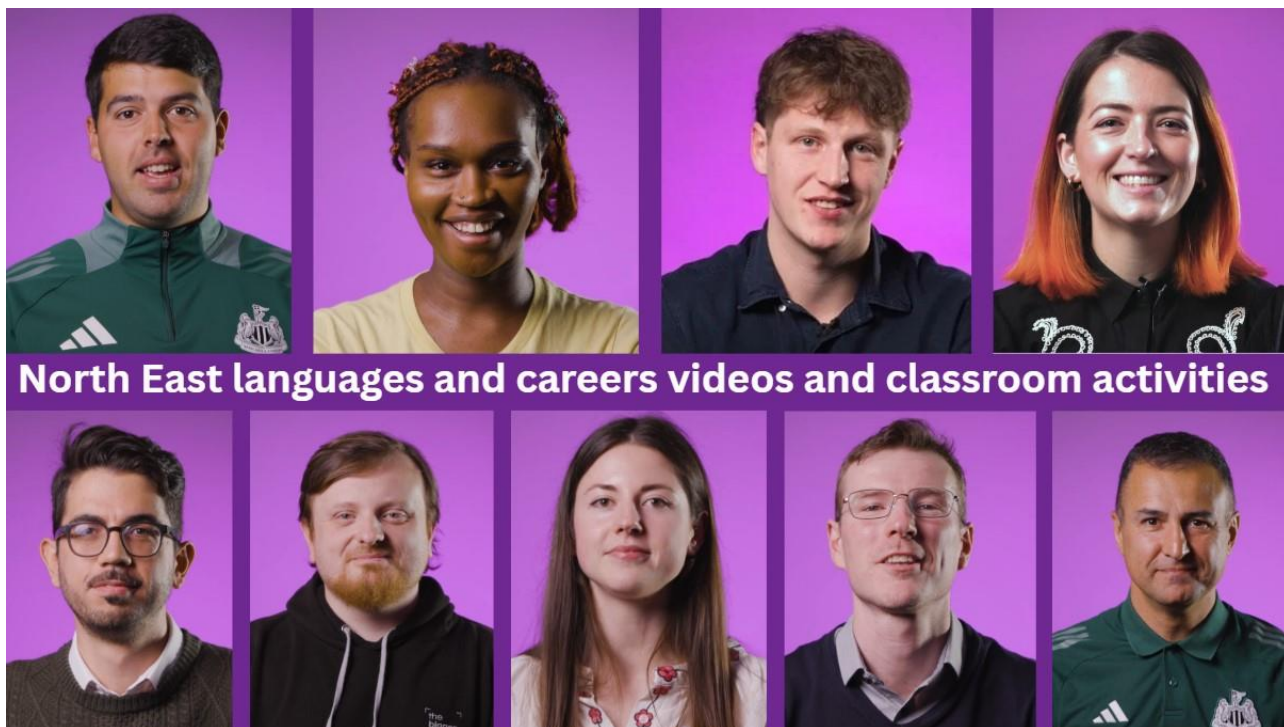


TEACHERS' RESOURCE PACK

North East Languages and Careers videos and classroom activities (KS2-5)



Section	Content	Links in document
1	Introduction to NE Languages and Careers Festival activity and acknowledgements	Link to section 1
2	How to use the resources • How to use the resources – videos and pupil booklet • Classroom activities for KS2 • Classroom activities for KS3-5 • Activities adapted for SEND and EAL learners	Link to section 2 Page 3 Pages 4-6 Pages 7-10 Pages 11-14
3	Interview summaries for each person speaking on film and video links	Link to section 3 Pages 15-26
4	Types of careers and skills linked to language learning and Gatsby Benchmarks alignment with activities	Link to section 4 Pages 27-29
5	Additional resources and links for languages and careers	Link to section 5 Pages 30-32

1. Introduction to North East languages and careers classroom activity

These are a series of short videos and classroom activities produced in the North East to inspire pupils to progress with languages and understand the wealth of opportunities available to people who speak more than one language.

The videos showcase professionals who live and work in the North East talking about their own language learning journey, the languages they speak, the skills that learning languages can bring and how they use languages in their work – as well as tips for children and young people about learning languages.

Pupil booklets (age appropriate for KS2 and KS3-5) accompany the videos, with activities suggested for before and after showing the videos. They can be used in multiple sessions.

Section 2 of the pack includes a wide range of suggested activities that can be done with pupils of different ages (KS2 and KS3-5), as well as providing suggested adaptations for SEND and EAL learners. The questions in the pupil booklets are reflected in this section.

There is guidance for teachers in section 4 of the pack about the types of jobs that are available to those with language skills, as well as the wider skills that pupils' gain from learning languages. This section also includes guidance on alignment with the activities and gathering evidence related to the Gatsby Benchmarks.

Section 5 of the pack provides links to other activities and events available free to schools during the Express Yourself: North East Festival of Languages 2026.

Section 6 provides links to additional languages and careers resources.

Acknowledgements

The North East Combined Authority and North East Ambition have worked with International Newcastle, Newcastle City Council and the Association of Language Learning North East to develop these resources as part of the work to promote languages and careers in the region.

This project was funded by the North East Combined Authority



The project has been supported by:



1. How to use the resources

These resources are designed to inspire young people to take up languages, progress with languages and choose languages as an option – those they use at home, those they are learning, or may want to learn. Help children and young people think about the importance of speaking other languages and where languages can take them in their lives and careers, with our short videos and accompanying pupil booklet (tailored for different age ranges).

Choose a selection of the videos and use them in a lesson with a group of students, alongside the relevant pupil booklet (Key Stage 2 and Key Stages 3-5). There is a summary of questions in the pupil booklet and a wide range of suggested classroom activities for different age groups, as well as adaptations for SEND and EAL pupils.

Teachers can also find in the next section general information about what careers are open to those with language skills and the types of skills developed, as well as how the activities outlined in this section align to the Gatsby Benchmarks.

Videos

All of the videos are available together in this vimeo showcase online:

- [Click here to access the selection of 9 videos on vimeo showcase](#)
- Turn off vimeo auto-captions as the videos have their own subtitles

The videos are 2-5 minutes long with a range of young professionals working in the North East talking about their language journey. They each answer a series of questions:

- Who they are and where they are from
- What languages they speak and how they learned them
- What their job is and how they use languages in their work – as well as what they enjoy most about their job
- How speaking other languages opened up opportunities for them
- Their plans and ambitions for the future
- Tips for children and young people about learning languages
- 3 words about what makes the North East international

The videos include young professionals who work in football, videography, education, IT recruitment, local and regional government and the community sector.

Pupil booklets and classroom activities

The pupil booklets are designed for use in conjunction with the videos, with discussions (pupil worksheets) before the videos about their perceptions of where languages can take you, as well as worksheets that can be used after the videos have been shown (for individual speakers). There are additional pupil worksheets to support discussions around the types of jobs where languages are useful, the skills acquired and the opportunities that open up when you speak more than one language.

- [Click here to download the KS2 Pupil Booklet \(word document\)](#)
- [Click here to download the KS3-5 Pupil Booklet \(word document\)](#)

Additional resources: Links to supporting resources are provided in section 5 of this pack for use in classroom activities around further discussions relating to languages and careers.

Classroom activities for pupils aged 7–11 (Primary - KS2)

Before Watching the Videos

Use these to spark curiosity and activate thinking about languages and careers. These are questions included in the pupil booklet so pupils can make notes.

Discussion Questions

1. What languages do you know or hear around you (at home, in your community, in school)?
2. What do you think people who speak more than one language can do with those languages?
3. What jobs can you think of where someone might use more than one language? (hint – most jobs that involve interaction with others benefit from speaking other languages)
4. Why do you think people learn languages? (e.g., travel, make friends, work, help others)
5. What skills do you think you need to speak another language? (e.g., listening, confidence, being able and willing to communicate with others, interpersonal skills)

Quick Activity

Skills Wall / Word Cloud

- Collect key skills linked to language learning from all pupils (e.g., empathy, communication, confidence) and make a classroom display. Pupils can add to it as they watch more videos.

Prediction Sheet

- Before each video – give a brief introduction using the summaries provided in section 3 and ask children to complete the sentence:
“I think this person’s job will involve languages because...”
This sets a purpose for watching.

After Watching the Videos

Use these questions to help pupils reflect on what they saw, make connections and articulate learning. These questions are included in the pupil booklet with space for pupils’ notes.

Reflection Questions

1. What languages did the person in the video speak?
2. How did they learn the language? (school, home, travel)
3. What skills did they say languages had helped them with? (e.g., confidence, communication)
4. How did they use their language skills in their job?
5. What surprised you about what they do?

6. Do you think the tips for learning languages were useful and what other ways do you think there are of learning languages to make them fun? (e.g., watching films, tv or games in other languages, listening to music, language quizzes, talking to friends who speak other languages)
7. What three words would you use to describe the North East as international?

Reflection Exit Questions

- One thing I learned about languages and careers is...
- One skill I want to develop is...
- One job where languages could help me is...

Skills Matching Activity

- Tell pupils to look at the **skills grid** in the pupil booklet and tick all skills mentioned in the videos and (e.g., communication, teamwork).
- Ask pupils to tick the skills they already have and ones they want to develop.

Career Challenge

- Pick one job from the videos or a job discussed in the classroom
- Ask pupils to draw or write what a day in that job might look like and how languages help.

Additional activities to develop pupils' thinking about the importance of languages and how they can help with skills for life and future careers



Discussion Starters

- "Languages help people help each other."
- "You don't have to be perfect to speak another language."
- "Every language is important."

Careers Carousel

- Set up stations each with a key question (jobs, skills, barriers, next steps). Pupils rotate, discuss, and write responses on flip charts.
-

“Languages in My Life” Wheel

- Pupils draw a wheel divided into sections:
 - School
 - Home
 - Holidays
 - Games / TV / Music
- They write or draw where languages appear in each part of life.

Purpose: Helps pupils realise languages are already part of their world.

Role-Play: “A Day at Work”

- Give pupils simple job cards (e.g. football coach, nurse, pilot, shop owner).
- Pupils act out how knowing another language might help them in that job.

Extension:

What might go wrong if no one spoke the same language?

Language Skills Puzzle

Match the skill to the language activity:

- Listening → understanding instructions
- Speaking → helping a visitor
- Reading → signs, menus
- Writing → emails, messages

Follow-up:

Which skills are hardest? Which are fun?

“Future Me” Poster

- Pupils draw themselves in a future job.
 - Include:
 - Job title
 - Languages they use
 - Skills they need (pictures or words)
-

Classroom activities for pupils aged 11–18 (KS3-KS5)

Before Watching the Videos

These questions set up deeper reflection and connection to pupils' future thinking.

Discussion Questions

1. What languages do you know or hear around you (at home, in your community, at school)?
2. What personal goals do you have for your future career?
Do you think languages could support those goals?
3. What skills do you think learning a language develops?
Hint: Think beyond just speaking (e.g., cultural understanding, problem-solving).
4. Think of a time you've used language (other than English) with someone.
How did it make you feel? What did you learn?
5. List 3 careers where you think languages could be useful and explain why.
6. What do you hope to learn from the people in the videos?

Research Task

- In small groups, find online one job where language skills are essential – not just helpful – and be ready to explain it to the class.

Opinion Poll

- In class or in pairs:
"I think language skills are essential for future jobs" – Agree / Disagree?
Give reasons.

After Watching the Videos

These build analysis, evaluation, and planning skills linked to careers.

Comprehension and Reflection

1. Summarise one person's language journey:
What languages they learned, how, and why?
2. How did language skills add opportunities in their career?
Give concrete examples from the video.
3. What skills from learning and speaking other languages did the speaker mention that help in their job (e.g., creativity, resilience, communication)?
4. What surprised you about what they do?
5. What tips would you give people to help learn languages? Do you think these are helpful?
6. What three words would you use to describe the North East as international?

Reflection Exit Questions

- One thing I learned about languages and careers is...
- One skill I want to develop is...
- One job where languages could help me is...
- The tips I would you give people about learning languages and making it fun are...
- The three words I would use to describe the North East as international are...

Skills Audit

- Complete a **skills audit**:
List the skills mentioned in videos, identify those you already have, and set goals for ones you want to build.

Career Pathway Plan

- Choose one job you saw in the videos, discussed in class or a job that you are really interested in.

Write a short plan:

- What qualifications or experiences would you need?
- What languages would be useful?
- What steps will you take to build relevant skills?

Debate / Extended Discussion

- *“Languages should be compulsory until at least age 16.”*
Divide into pro/con groups, using evidence from the videos and your own ideas.

Additional analytical & careers-focused activities

Skills Wall / Word Cloud

Collect key skills linked to language learning from all pupils (e.g., empathy, communication, confidence) and make a classroom display. Pupils can add to it as they watch more videos.

Careers Carousel

Set up stations each with a key question (jobs, skills, barriers, next steps). Pupils rotate, discuss, and write responses on flip charts.

Languages & Careers Matrix

Pupils complete a grid:

Career	Languages Useful?	Why?	Other Key Skills
Engineer	Yes / No		
Journalist			
Game designer			

Purpose: Shows languages cut across sectors.

Career Pathway Mapping

Pupils choose a career and map:

- Education routes
- Where languages fit in
- Global or local opportunities

Extension:

What happens if languages are removed from the pathway?

Persuasive Task: “Sell Languages”

- Pupils create:
 - A short speech
 - A social media post
 - A poster
 convincing others that languages are valuable for careers.

Audience options:

Younger pupils, parents, employers, school leaders.

Transferable Skills Challenge

From the videos and discussion, pupils list:

- Skills gained from languages
- Evidence of when they’ve used them (inside or outside school)

Outcome:

Helps pupils articulate skills for CVs and applications.

Global Problem Solver

Give pupils a scenario:

A company is working with partners in three different countries.

Pupils discuss:

- What language and cultural skills are needed?
 - What could go wrong without them?
 - How languages help teamwork and trust
-

Debate & Critical Thinking

- “English is enough for modern careers.”
- “Languages are a skill for life, not just a subject.”
- “AI will replace the need for human language skills.”

Encourage pupils to use **evidence from videos** and real-world examples.

Skills Word Bank

Build a shared bank of words such as:

- Communication
- Confidence
- Curiosity
- Empathy
- Adaptability

Pupils highlight which attributes languages help develop the most.

Community Languages Project

- Identify languages spoken in the local community.
 - Link them to local jobs, services and businesses.
-

SEND and EAL adaption guide based on inclusive design principles

Below are practical, classroom-ready adaptations showing how the languages and careers resources can be made accessible, inclusive and meaningful for SEND and EAL learners, while still supporting Careers Education and Gatsby Benchmarks.

✓ Universal Access

- Use **clear, simple language** with short sentences
- One task per page where possible
- Provide **visual prompts** (icons, images, symbols)
- Allow **multiple ways to respond**: drawing, circling, matching, oral answers

✓ Cognitive Load Reduction

- Chunk tasks into steps
- Model answers first
- Use sentence starters and word banks

✓ Flexibility

- Pair or group work encouraged
- Adult or peer scribing allowed
- Time-flexible completion

Adapting for SEND Learners

Pupils Aged 7–11 (Primary)

Question Adaptations

Instead of open questions, use:

- Multiple choice
- “Point to” or “circle” tasks
- Either/or choices

Example

Which job uses languages?

 Pilot  Doctor  Both

Language Map (Adapted)

- Provide a **pre-filled map** with fewer options
- Pupils:
 - Colour countries
 - Stick language labels
 - Match job pictures to languages

SEND focus: visual processing, reduced writing

Skills Matching (Adapted)

- Use picture cards:
 - Ear = listening
 - Speech bubble = speaking
 - Team icon = teamwork
 - Pupils match cards to jobs from the videos
-

Role Play (Adapted)

- Use **scripted role-play** with symbols or colour coding
 - Allow non-speaking roles (e.g. holding signs, pointing)
-

Reflection (Adapted)

Sentence starters:

- “I saw someone who...”
 - “Languages help because...”
-

Support for Neurodiverse Learners

- Predictable lesson structure (before / during / after video)
 - Clear transitions
 - Headphones or quiet viewing spaces
 - Advance viewing questions to reduce anxiety
-

Adapting for EAL Learners

Pupils Aged 7–11 (Primary)

Language-Support Strategies

- Use **dual-language glossaries** where possible
 - Pre-teach key words:
 - Job
 - Language
 - Help
 - Work
 - Encourage use of **home language** for thinking and discussion
-

Picture-Based Prediction

Before the video:

- Show still images from videos
- Ask:
 - “What job?”
 - “What language?”

Pupils respond by pointing or choosing images.

Language Identity Activity

- Pupils draw or label:
 - Languages they speak
 - Languages they hear
 - Emphasise: *all languages are valuable*
-

Adapting for SEND & EAL (Secondary / 11–18)

Question Adaptations

Replace abstract questions with:

- Structured prompts
- Ranking tasks
- Tick-box reflections

Example

Languages help jobs by:

- ☐ talking to people
 - ☐ travelling
 - ☐ solving problems
-

Languages & Careers Matrix (Adapted)

- Reduce rows
 - Pre-fill some answers
 - Use icons instead of text
-

Skills Audit (Adapted)

- Use:
 - “I can do this”
 - “I am learning this”
 - “I need help with this”

Allow oral completion with adult support.

Career Pathway Mapping (Adapted)

- Provide **visual pathways**:
 - School → College → Job
 - Pupils highlight where languages fit
-

Debate & Discussion (Adapted)

- Use:
 - Agree / Not sure / Disagree cards
 - Sentence frames:
 - “I think languages help because...”

No requirement to speak publicly.

SEND and EAL Alignment with Gatsby Benchmarks

Gatsby Benchmark	Inclusive Impact
BM3: Addressing Individual Needs	Differentiated tasks allow all learners to access careers learning
BM4: Linking Curriculum to Careers	Visual and structured tasks make links explicit
BM5: Encounters with Employers	Videos provide accessible role models
BM8: Personal Guidance	Skills audits and reflections support individual careers discussions

SEND/EAL-Friendly Outcomes (Pupil-Focused)

All pupils will be able to:

- Recognise that languages are used in real jobs
- Identify at least one skill languages develop
- See their own language background as a strength
- Talk about future possibilities in a supportive way

3. Interview summaries and video links

A summary of each of the interviews with the professionals is provided below with links to the individual videos is provided in this section.

The interview questions are provided overleaf and all follow the same format.

All of the videos are available together in this vimeo showcase online. Access with password.

North East Languages and Careers Videos

Password: NECareers123

Choose a selection of videos and use these with the relevant pupil booklet for KS2 or KS3-5 and the guidance provided on classroom activities in section 2 of this pack. Review the summaries of each interviewee in this section to make your choice of videos.

The links for individual videos are also provided in the table below and also on the summary sheet for each professional interviewed.

Speaker	Job and employer	Home language	Other languages spoken	Duration of video	Video link
Chris Maiello	Newcastle United Foundation	Italian	English	03.05	Link
Victoria Eniola	Educator and Founder of Káyìne Education	Yorùbá	English	02.32	Link
Krzysztof Furgala	Photographer and Videographer at This is The Bigger Picture	Polish	English, French, German, Russian	02.00	Link
Dariia Riabokin	Refugee Transition and Integration Officer at Newcastle City Council	Ukrainian	English, Turkish, Azerbaijani, Russian	04.45	Link
Luke Edgar	Cyber Security Sales at Arctic Wolf	English	Spanish, French, Portuguese	02.45	Link
Hannah Brown	TV Producer and Broadcast Journalist	English	French, Russian	03.50	Link
Alessandro Riva	Recruitment Team Lead at Accenture	Italian	English, Spanish	04.00	Link
Guy Cowen-Hutton	Project Manager (Adult Skills) at the North East Combined Authority and Volunteer at British German Association	English	German, French, Spanish	02.08	Link
Shayan Gazerani	Project Co-ordinator for Asylum Seekers and Refugees Employment at Newcastle United Foundation	Persian (Farsi)	English, Spanish, Arabic	04.22	Link

Languages and Careers Videos: Interviewee Questions

Each interviewee was asked to say hello and their name in the language/s they speak.

They then answered the following questions:

1. Tell us something about yourself

Your name, where you are from, a bit about your background and your connection to the North East

2. What languages do you speak?

Including home languages, languages learned at school, or outside school

3. How did you learn these languages?

For example, home, community, school, travel, other, as well as any qualifications and to what level

4. What is your job and how do you use languages in your work?

5. What do you enjoy most about your job?

6. How did speaking other languages open opportunities for you?

7. What are your plans/ambitions for the future?

8. What tips would you offer to young people interested in using languages to get ahead in their chosen careers

Useful advice on how to enjoy learning languages and tips for improving

9. In three words, what makes the North East, international?

Chris Maiello

Newcastle United Foundation

[Video link](#)



Meet Chris. He is from Milan in Italy.

He speaks Italian and English. He is bilingual. His mother is from England and his father is Italian. He grew up in Italy and spent his summer holidays in England.

He moved to Scarborough in England when he was 15.

He decided to become a sports coach and get a degree at Northumbria University, which was a great opportunity to work in the sports industry.

Chris could speak Italian fluently from birth, but also took his GCSEs in Italian as well. When he was at school he tried another language, but it didn't work out very well.

Chris works at Newcastle United Foundation. He goes to primary schools and teaches PE. He also delivers football session in local communities in the North East. Recently he went on an international trip to Italy to deliver football courses. He was able to use his language skills in Rome to help in the local community to either translate or help with their football skills.

Chris enjoys working for the football club and representing Newcastle United. This helps to get the local community involved and engage them in physical activity.

Being able to speak another language has helped Chris to be more adaptable to other cultures, especially when it comes to primary schools, because there are so many people from across the world. You can understand the transitions that they are coming from and the challenges they face.

His ambitions for the future are to try and impact as many people in the local communities in the North East as possible to have a healthy and active lifestyle.

In terms of tips for young people learning languages for their future careers, his key advice is to travel, if you can. Travelling opens up different cultures, makes you more adaptable with other languages and able to interact with other people across the world.

Chris' three words to describe what makes the North East international are:

Passion, Friendly, Unique

Victoria Eniola

Founder and Educator at Káyìne Education

[Video link](#)



Meet Victoria. She is from Nigeria and lives in Darlington. She speaks Yorùbá and English. She learned them growing up in Nigeria.

She works as an educator at Káyìne Education. They encourage Yorùbá children to embrace their culture and also teach children from diverse backgrounds to learn about Yorùbá culture and Nigerian heritage.

She loves connecting with other people who take pride in their language and culture and seeing the smiles on children's faces when they learn a new Nigerian dance or learn a new Yorùbá word.

Victoria says that speaking other languages has helped her to meet amazing new people from different backgrounds and to share her own language and celebrate Nigerian culture with Káyìne Education.

Victoria's ambition for the future is to encourage Yorùbá children and all children to celebrate their culture and their language and to feel celebrated in their education.

Her tips for learning languages are to keep practicing and don't feel intimidated, you don't have to be perfect. It is a way of expressing yourself so keep going!

Victoria's three words to describe what makes the North East international are:

Creativity, Safety, Friendly

Krzysztof Furgala

Photographer and Videographer at This is The Bigger Picture [Video link](#)



Meet Krzysztof. He is from Poland and has lived in the North East since 2011.

He is a native speaker of Polish, speaks English fluently and has also learned Russian, French and German at school. He became fluent in English by using it in the real world.

He works as a photographer and videographer. He talks about how languages help in his work. He uses English to communicate with his teammates, to manage projects and in his everyday life in the UK.

He enjoys the variety of people he meets and places that he visits to create visual content for them.

He talks about his ambitions for the future in the film making and visual industry. He wants to become better at his craft and use his skills in English to progress his career within the filmmaking and visual industry.

His advice to young people about learning languages is that speaking other languages is an extremely important skill that opens up a vast array of new opportunities and makes you unique within the workplace. He says to make sure you stick with it and enjoy it as it really will open up a whole new world for you.

Krzysztof's three words to describe what makes the North East international are:

Education, Friendliness, Inclusivity

Dariia Riabokin

**Refugee Transition and Integration Officer
at Newcastle City Council**

[Video link](#)



Meet Dariia. She is from Ukraine. She speaks Ukrainian, English, Turkish and Azerbaijani.

She met her partner (who is from Newcastle) in Türkiye and due to the war in Ukraine, they decided that she should move to the North East.

Dariia's native language is Ukrainian.

She learned English and school and from listening from a young age to her brother's music, sung in English. She learned Turkish at Kyiv National Linguistic University, where she also learned Azerbaijani.

Dariia works as a Refugee Transition and Integration Officer at Newcastle City Council. She supports Ukrainians arriving in Newcastle under the Homes for Ukraine scheme. She works with them in their own language to provide support, build trust and help them to settle. She enjoys seeing the people she helps who feel overwhelmed and lost, to feel supported and see them progress and becoming more confident, finding a job and making friends. She feels it is an incredible privilege and very rewarding to be part of their journey.

She says that speaking other languages has opened up opportunities for her. She was able to study abroad, make friends and learn about different cultures. It also enabled her to take part in international programmes and led to her current job in the UK.

Dariia's biggest dream for the future is to see a peaceful and thriving Ukraine, with tourists from all over the world. She would like to share Ukrainian culture. She has begun with her partner who is learning Ukrainian. She would also like to fund some language scholarships for children and exchange programmes for students to go abroad and feel the power of languages and the impact they can make.

Her tips for young people learning languages are not to be afraid to start small and make mistakes, because that is the only way to learn and make progress. Try to use and practice your language whenever you can, e.g. films, music, chats. She says to keep your mind open and curious because you never know what doors might be opened because of the language you have learned.

Dariia's three words to describe what makes the North East international are:

Warmth, Friendship, Weather

Luke Edgar

Cyber Security Sales at Arctic Wolf

[Video link](#)



Meet Luke. He is from Newcastle. He speaks fluent Spanish as well as conversational French and Portuguese.

He studied Spanish at A Level and went on to study French, Spanish and Economics at the University of Sheffield. This gave him the opportunity to study in Barcelona (Spain) and in Lausanne in Switzerland as part of his year abroad. Studying Spanish also gave him the opportunity to travel to South America, where he was able to build relationships with local people and gave him the desire to learn Portuguese in Brazil.

Luke works in Cyber Security sales for Arctic Wolf, a global company with its Headquarters in Newcastle. He says his language skills have given him confidence and enabled him to communicate better and build his communications skills, which supports him in his work.

The thing he enjoys most about his job is the opportunity to talk to a wide range of people, learn about their situations, communicating with them. The people he works with are a key positive.

His plans and ambitions for the future are to live and work in other countries and improve and use his language skills. He has set an ambition to speak 5 languages by the time he's 30 and with 4 already, he would like to add Italian.

In terms of tips for young people who are interested in learning languages for their future careers, Luke recommends taking the first step, start learning and really push yourself. He says it is easy to fall back on English skills, as it is so widely spoken, but if you really make an effort and you are not scared to get things wrong, you will improve really quickly.

Luke's three words to describe what makes the North East international are:

Football, University, Languages

Hannah Brown

TV producer and broadcast journalist

[Video link](#)



Meet Hannah. She is originally from West Northumberland. She is a TV producer and broadcast journalist.

She speaks English (native speaker), French and Russian. She started learning French at 9 years old and then also started learning Russian later on at secondary school as she had shown aptitude in French.

She decided to study French and Russian at university and as part of her degree, she spent a year abroad – with six months living in Geneva (Switzerland) for French and six months in Moscow (Russia).

As a TV producer and broadcast journalist, Hannah uses all her languages at work. In the past she has made documentaries, where she went to the south of France and Russia and interviewed ex-spies and did exciting things. Russian is less common and she only uses it for specialised projects, whereas French, she uses most days at work. She has filmed documentaries in France, she filmed 'A place in the sun' and she's created content for Apple Music. Now she works for a European news channel where the head office is in France and Belgium, so she has spent a lot of time there, working and having meetings with French colleagues and recording episodes in France.

What she loves about her job is learning new things and meeting interesting people. She compares it to being on school trips to places like the Fire Station or Police Station where you learn new things and meet people – and she says she gets to do that every day.

In terms of her career, she hasn't used French or Russian in every single job she's done, but Hannah says it has really helped her get a lot of jobs, because she has a specialised skill. She says this is useful, particularly in television, which is very competitive and lots of people want the jobs, but there is a lot of work where they need someone with a specific language skill and that has really helped her to get ahead.

Hannah says in terms of the work she does now for a European news channel, she would not have got the job or progressed so well in the company if she didn't speak French – they can send her places where no one speaks English and she can still produce really great content. The ability to communicate with people and understand how to communicate with them, she says has helped her get ahead at work.

When Hannah thinks about the future, she thinks about lots of holidays and travel – and thinking about work, she wants to build her own business. She is currently building her own production company where they make international documentaries – going to Germany, France, Russia and America to film documentaries. She is currently learning German, as they are doing a lot of filming in Germany at the moment.

Tips for young people learning languages: Hannah says languages are great in a number of ways:

- If you don't know what you want to do in the future, learning a language can open up so many ways and then you can figure that out as you go along
- Equally, if you already know what you want to do, learning a language is also helpful, because it means you don't have to just work here in the UK – you can go and travel and work and you can work with more different people
- You will have a better understanding of different cultures and communities, so that when you interact with them in your day to day work, it makes it a lot easier

Hannah's three words to describe what makes the North East international are:

History, Music, the Airport

Alessandro Riva

Recruitment Team Lead at Accenture

[Video link](#)



Meet Alessandro. He is from a town on the Amalfi Coast in the South of Italy. He is a native Italian speaker and also speaks English. He learned it at school and when he moved to the North East. As a student in Italy, he studied for six months in Spain.

He works as a Recruitment Team Lead at Accenture, which is a company that specialises in IT. He leads two teams - Italian (where he uses Italian to communicate) and Middle Eastern (where he mainly uses English to communicate). He also uses English in his work in the UK. He built the Italian team and his language skills were important to do that. Many Italians do not speak English well, so they needed a native speaker to build the new team.

Alessandro enjoys the fast-paced environment at work and the connections and relationships he can build with people. Working in recruitment means interacting with a lot of people in different languages and different cultures as well, which he enjoys.

He says that he got his first job in England as a multilingual sales representative, because he could speak Italian and some Spanish as well. He then moved to the recruitment job at Accenture and was hired to work on the Italian market.

In terms of his future ambitions, he thinks that using his language skills and being able to communicate in two different languages will be important. He may work in Italy using his English skills or in England using his Italian language skills.

His tips for young people learning languages or with a home language are to not hide your second language. He says that having a second language is a key way to differentiate you from others in the jobs market.

Alessandro's three words to describe what makes the North East international are:

Universities, Youth, Welcoming

Guy Cowen-Hutton

Project Manager (Adult Skills) at North East Combined Authority and Volunteer at British German Association

[Video link](#)



Meet Guy. He is English and from Newcastle in North East England. He speaks German and French and is currently learning Spanish.

He is a Project Manager in the Adult Skills Team at the North East Combined Authority. He doesn't use languages directly in his employment, but in his free time he is a volunteer for the British German Association, promoting learning German and links between Germany in the North East.

Guy loves meeting other people in the North East and hearing about why they have learned German and to support them to make connections with people in Germany and have cultural exchanges.

In terms of what opportunities opened up because of his language skills, Guy said that speaking German helped him get a few jobs in translation, but more importantly, it helped him make life-long friends who live in Germany - when he did a German exchange at school and when he lived in Germany as part of his degree.

Guy's ambitions for the future are to improve his Spanish and possibly move to Germany and use his language skills in a job there.

His tips for young people learning languages to get ahead in their chosen careers are to be brave, practice your language, go and meet people who speak those languages and find opportunities to tell people that you speak languages, because you never know what doors that might open.

Guy's three words to describe what makes the North East international are:

Football, Students, Friendliness

Shayan Gazerani

Project Co-ordinator for Asylum Seekers and Refugees Employment at Newcastle United Foundation

[Video link](#)



Meet Shayan. He speaks Persian (Farsi). Originally from Iran, he came to the North East 23 years ago.

He learned English in the UK at Newcastle College and also studied in University.

He has lived in Syria and learned Arabic and learns Spanish from his wife.

Shayan works for Newcastle United Foundation as the Refugee and Asylum Seekers Employability Project Coordinator.

Shayan uses English in his everyday work to communicate with his colleagues and the different organisations involved in supporting Refugees and Asylum Seekers. All the emails he sends are in English. He uses Farsi to speak to Refugees with that as their first language, such as Iranians or people from Afghanistan. He helps people settle in the region, register with different organisations and Newcastle Foundation and to find a job.

Shayan enjoys his work, he says it is not boring. He meets new people every day and try to help them to settle. He says it is very rewarding to see them build their confidence and self-esteem and start to settle or find a job in the community.

He started working in an Iranian restaurant when he first came to England, as he couldn't speak English or find another job. He was able to speak his own language to those employers, but he knew that speaking English would open up new opportunities for him, which is why he went to Newcastle College to learn English. He pushed himself to go to university. When he finished at university, he was able to get a job with the Foundation.

His ambition for the future is to grow his career and help more young people. He wants be a role model for young people to show them what is possible and to show them that it is not impossible, that they can do it too.

His advice to young people learning languages is "just go for it, don't be shy". He says if you are shy, you will not learn. He also says not to be afraid of making mistakes, that making mistakes is good, because if you don't make mistakes, you are not going to learn. He says if someone laughs at you to take it in a positive way, remember your mistakes and apply that learning in the future.

Shayan's three words to describe what makes the North East international are:

Welcoming, Friendly, Multicultural

4. Types of careers, skills linked to language learning and Gatsby Benchmarks alignment with activities

Types of careers open to people with language skills

Languages open doors to lots of different careers. Whether you are learning a language at school or in your community, or if you have a home or heritage language other than English, languages can take you places you don't yet know you want to go.

You don't even have to be fluent in a language for it to lead to career opportunities. Learning languages gives you transferable skills; you develop the ability to think creatively, to forge connections between communities, to translate across cultures and identities. Languages give us a sense of who we are and allow us to express and explore ourselves.

- Leisure and sport
- Marketing and advertising
- Tourism and hospitality
- Media and journalism
- Gaming
- Health sector
- Business services
- Charity work
- Government and diplomacy
- Engineering
- Museums and libraries
- Public relations work
- Public administration
- Teaching
- Transport and logistics
- Armed Forces
- Security Services and Cyber security

Skills for your CV and skills for life

Speaking and learning other languages helps you to develop good oral and written communication skills, and will also enable you to:

- effectively gather, assess and interpret information
- understand different cultural backgrounds and sensitivities
- lead and participate in discussions and groups
- be analytical, creative and problem-solving
- use critical thinking to pick out the essential points in any written communication
- be flexible, confident, sociable, empathetic and resilient

Having a language qualification at any level will increase your employment opportunities.

If you are able to spend time abroad, with family or friends, or as part of your education, you will build resilience as you adapt to new and changing surroundings will make you more resourceful and increase your cultural awareness. It will also enhance your ability to work independently and to relate to others and work as part of a team. In an increasingly global jobs market, these skills are highly valued by employers, whichever career you go into.

Gatsby Benchmarks alignment by age group

While Gatsby Benchmarks are formally applied from secondary, primary careers learning is recognised as essential preparation and aligns strongly with the spirit of the benchmarks, especially aspiration-building.

Languages-based careers activities are particularly strong because they:

- Cut across **multiple sectors** (not just “language jobs”)
- Develop **transferable skills** valued by employers
- Support **early aspiration raising** and **long-term career planning**
- Help pupils articulate skills for **future pathways, CVs and applications**

The NE Languages and Careers videos and accompanying activities strongly support **Gatsby Benchmarks 1–5**, with some contribution to **Benchmarks 6–8** (especially at secondary level).

Gatsby Benchmark	How the Activities Align (7–11)
1. A Stable Careers Programme	Structured, repeatable pre- and post-video activities embed careers learning into language lessons and PSHE.
2. Learning from Career & Labour Market Information	Pupils explore <i>what jobs exist, who uses languages, and how languages are used in real life</i> .
4. Linking Curriculum Learning to Careers	Languages are explicitly linked to jobs, skills and real-world use, not taught in isolation.
5. Encounters with Employers & Employees	Videos act as virtual encounters with real professionals using languages in their jobs.
7. Encounters with Further & Higher Education (<i>early awareness</i>)	Pupils begin to understand that learning languages can continue beyond primary school and open future opportunities.

Gatsby Benchmark	How the Activities Align (11–18)
1. A Stable Careers Programme	Activities can be embedded across MFL, PSHE, tutor time and careers weeks.
2. Learning from Career & Labour Market Information	Pupils analyse how languages improve employability across sectors and global markets.
3. Addressing the Needs of Each Pupil	Reflection tasks, skills audits and pathway planning support personalised careers thinking.
4. Linking Curriculum Learning to Careers	Explicit links between language learning, transferable skills and career pathways.
5. Encounters with Employers & Employees	Videos provide diverse, relatable role models using languages in real careers.
6. Experiences of Workplaces (<i>indirect</i>)	Case studies and scenarios simulate workplace language use and global collaboration.
7. Encounters with Further & Higher Education	Pathway mapping includes qualifications, subjects and progression routes.
8. Personal Guidance (<i>supporting</i>)	Outputs (skills audits, reflections) can inform one-to-one careers interviews.

Activity → Gatsby Benchmark Cross-Reference

Activity	Gatsby Benchmark(s)
Language Map / Languages in My Life	2, 4
Prediction & Reflection Questions	1, 3
Role-Play: “A Day at Work”	4, 5
Skills Matching / Skills Word Bank	3, 4
NE Languages & Careers Videos	5
Career Pathway Mapping (Secondary)	3, 7
Languages & Careers Matrix	2, 4
Debate: “Languages & Future Jobs”	2, 4
Persuasive Task: “Sell Languages”	4, 5
Global Problem Solver Scenario	5, 6
Skills Audit for CVs	3, 8

Suggested Gatsby-Focused Learning Outcomes (Pupil-Friendly)

By the end of these activities, pupils will be able to:

- Explain how languages link to real jobs (BM4)
- Identify skills developed through language learning (BM3, BM4)
- Recognise how languages increase future opportunities (BM2)
- Describe how people use languages in different careers (BM5)

How Schools Can Evidence Gatsby Impact

These activities provide **strong inspection and careers audit evidence:**

Evidence Schools Can Collect

- Completed pupil worksheets
- Skills audits and reflections
- Displays linking languages to careers
- Lesson plans showing curriculum–careers links
- Pupil voice quotes on aspirations and confidence

Outcomes You Can Demonstrate

- Improved understanding of **career relevance of languages**
- Increased motivation to continue language study
- Better articulation of **transferable skills**
- Broader awareness of **career pathways**

5. Additional resources for languages and careers

North East Careers support



North East Ambition is a region-wide initiative dedicated to ensuring every young person has access to high-quality careers guidance, technical education, and meaningful pathways into employment.

- [Click here](#) to find out more and the tools for educators available via North East Ambition
- [Click here](#) to register for the **North East LinkUp portal** to engage with employers around your career related activities

National Careers Week

National Careers Week (NCW) is a one-week celebration of careers guidance and free resources in education across the UK. The aim is to provide a focus for careers guidance activity at an important stage in the academic calendar to help support young people develop awareness and excitement about their future pathways.

NCW is a dedicated week every year allowing schools, colleges, universities, alternative provision settings and organisations to work towards. It offers free high-quality printable, downloadable, digital and video resources for educators to support planning and delivery. The resources and activities are available all year round to enable careers activities and advice and guidance come to life. [Click here](#) to find out more.

Languages and Careers resources

There are a range of resources available to promote thinking about languages and careers which are available freely to teachers and schools. This is a selection and more can be found on the [Festival languages and careers page here](#).



How languages changed my life: Inspirational stories from people connected to the North East

Personal stories of people of all ages and backgrounds, who are either originally from the North East of England, who may have gone elsewhere, or who came to live, work or study here.

These are short written pieces available freely to read and use in the classroom. They talk about how learning and speaking other languages influenced their education and career choices and the benefits that languages have brought them personally, socially and in their lives and careers.

[Click here](#) to read their stories

Where will languages take me?

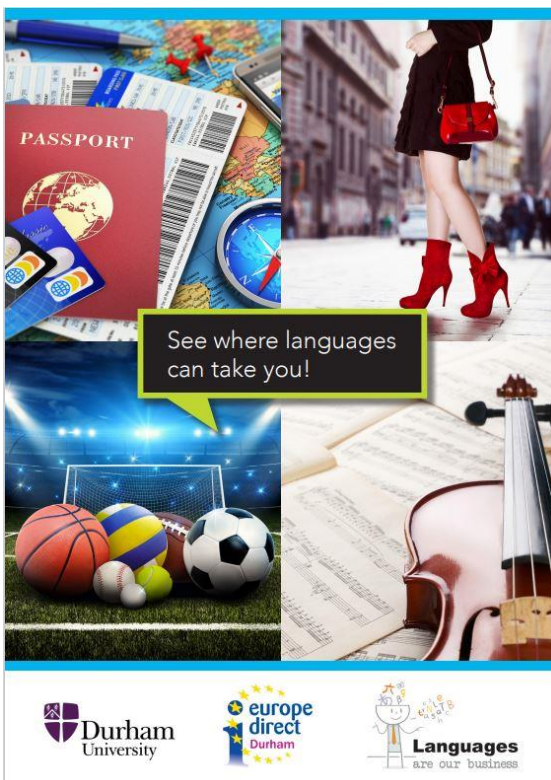


A series of short videos from speakers whose lives and careers have been impacted by learning and speaking other languages. Designed to inspire secondary pupils to continue studying languages, or to choose languages as an option.

Choose four of the videos and use them in a lesson with a group of students, alongside the pupil booklet provided.

Each speaker talks about their own language learning journey, the languages that they have learned, where they have travelled to, the skills that learning languages can bring and how they use languages in their work.

Click here to access the videos and **pupil booklet** from British Council.



A booklet produced by partners in Durham to explain why languages are good for business and future careers, what employers are looking for and how speaking another language can bring benefits to young people as they progress to employment.

The booklet contains examples of local companies who employ people with language skills. **Click here to download the booklet**

Click here for the 5 accompanying posters with examples of jobs that language graduates from Durham are doing

Click here to download the Languages – Skills for Life poster

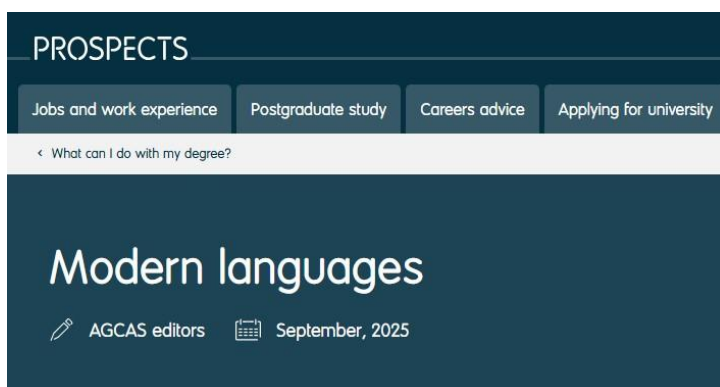
There are videos with North East companies which promote languages in work. **Click here to see all the Languages are Our Business resources.**



Creative Multilingualism was a research programme led by Oxford University.

It produced a series of videos, amongst other resources, to encourage young people in the UK to be ambitious and to think creatively about the career possibilities languages open up.

[Click here](#) to view 11 short videos from speakers who work in football, music, journalism, law, vlogging, communications and events, the army, in documentaries, business, PR and poetry.

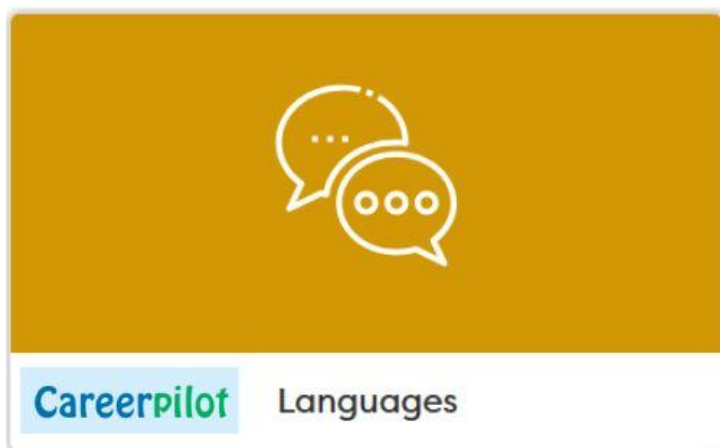


This website provides advice and links to information about the kinds of employment that language skills can be used in, the range of job options, work experience suggestions for those studying abroad as part of their degree.

It also provides examples of current jobs, the top 10 jobs of modern language graduates, skills that can be

included on a CV and opportunities for further study.

[Click here](#) to view the website and access information on job options, work experience, typical employers, skills and further study.



Career Pilot is web-based support for advisers, parents and students to look at potential careers, options and help with planning next steps.

[Click here](#) to view the languages section, which explains how languages can be useful in all career areas, gives examples of jobs, apprenticeships and degree courses that relate to languages.

It also provides information about what people can do to take forward their learning, as well as courses and apprenticeships that relate to languages.