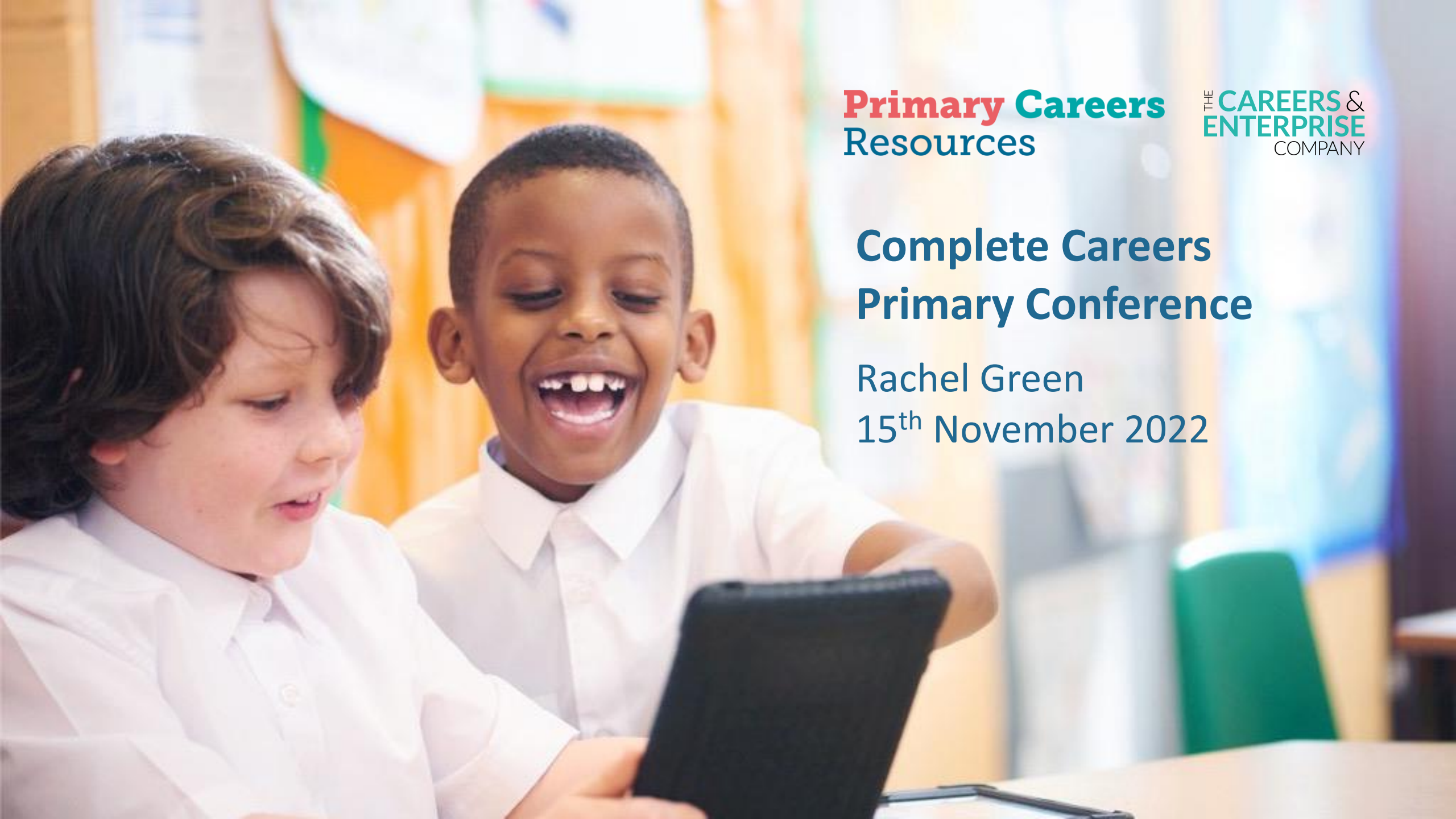


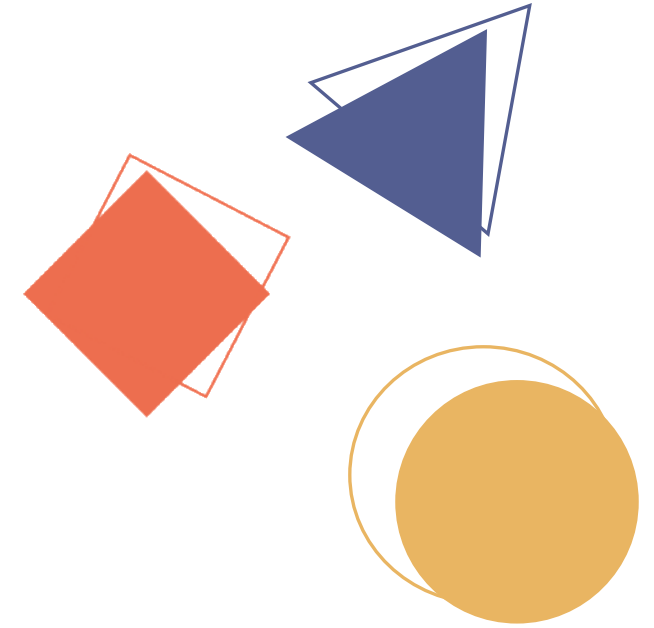
A photograph of two young boys in school uniforms sitting at a desk in a classroom. The boy on the right is laughing joyfully while looking at a tablet held by the boy on the left. The background is a blurred classroom with colorful posters on the wall.

Primary Careers
Resources

THE CAREERS &
ENTERPRISE
COMPANY

Complete Careers Primary Conference

Rachel Green
15th November 2022



Who are The Careers & Enterprise Company (CEC)?

We are the national body for careers education in England, delivering support to schools and colleges to deliver modern, 21st century careers education.

Our mission

To help every young person find their best next step.

The national picture

2017 Careers Strategy

Commitment to:

- Understand what careers activities work well in primary schools

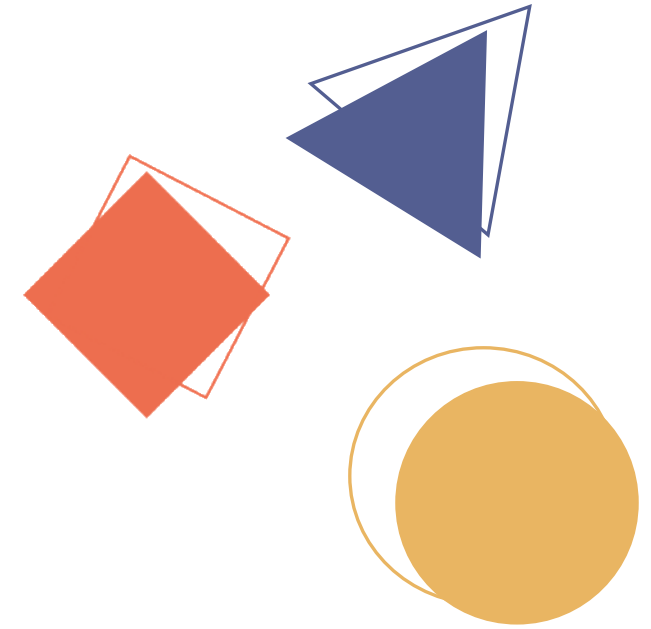
To develop:

- A more consistent approach
- Best practice sharing



Careers strategy:
making the most of
everyone's skills and
talents

December 2017



Primary Fund Evaluation

For The Careers & Enterprise Company



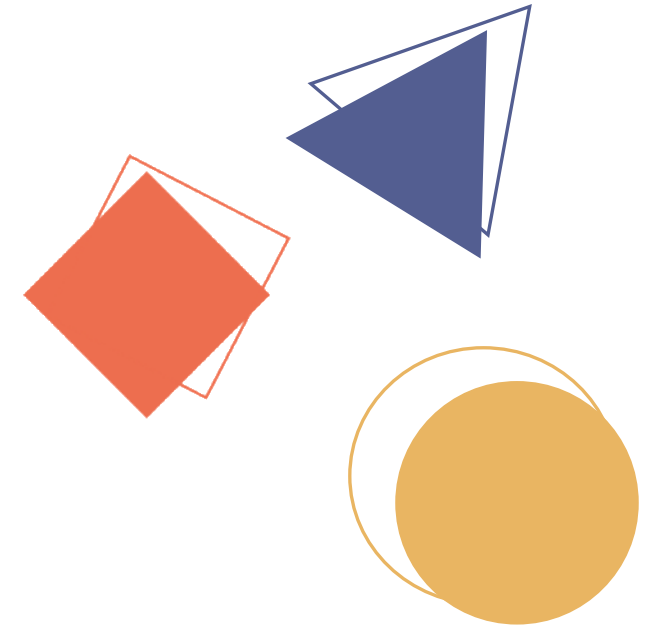
Overall Impact

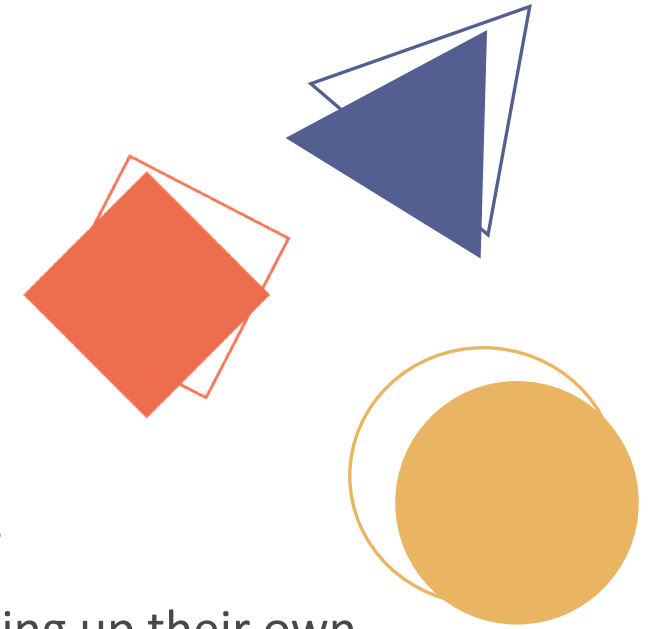
59% high or very high impact on general school engagement

Over half felt it had a positive impact on pupils' attainment and progress across the curriculum to a high/very high extent

71% high or very high impact on pupils understanding of the world of work

74% high or very high impact on aspirations





Impact on pupils

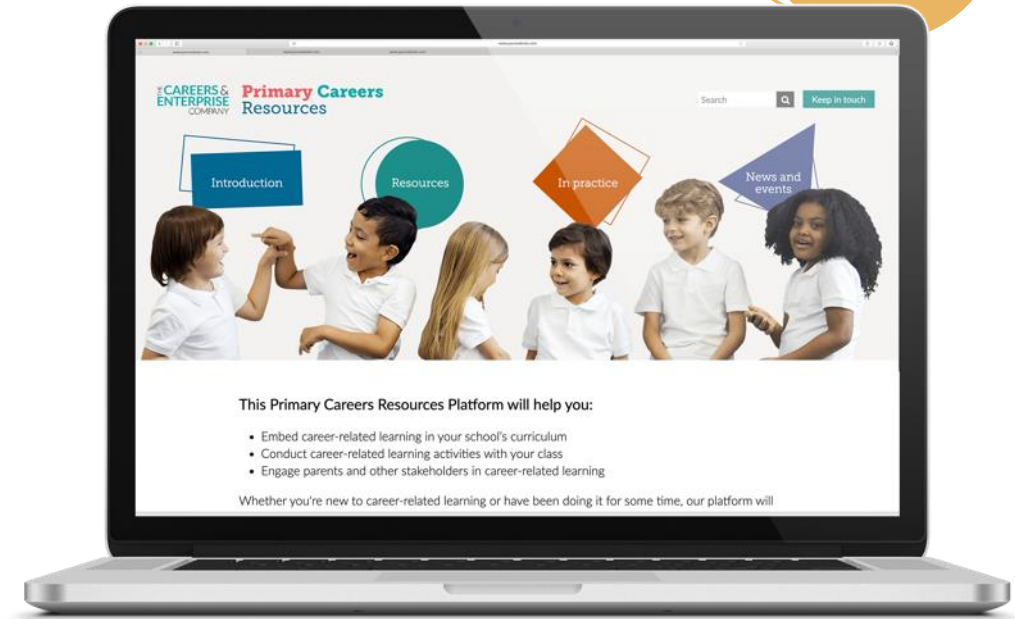
- Pupils had **wider career aspirations** by the end of the programme.
- **Life goals changed** somewhat – students more likely to aspire to setting up their own business or working for someone else and less likely to aspire to be famous.
- Pupils more likely after the programmes to report that **men and women can do the same job** and that they can do anything they want.
- Pupils were **more motivated** to work to learn new things, use skills, meet other people and enjoy themselves. Motivation to earn money remained the most important driver but less important following the programme.

About the Primary Careers Resources Platform

Explore it [here](#)

Career-related learning is not new for primary educators, but research shows that many still lack the time and resources to develop their strategic approach

- The Primary Careers Resources Platform aims to provide easy-to-use tools and resources that will empower primary educators to embed and enhance career-related learning in their schools
- The tools and resources have been created by 15 organisations funded through The Careers & Enterprise Company's Primary Fund. The Fund was set-up in response to the Government Careers Strategy.
- Tools and resources include a school self-assessment quiz developed in partnership with Skills Builder, lesson plans, films and case studies.



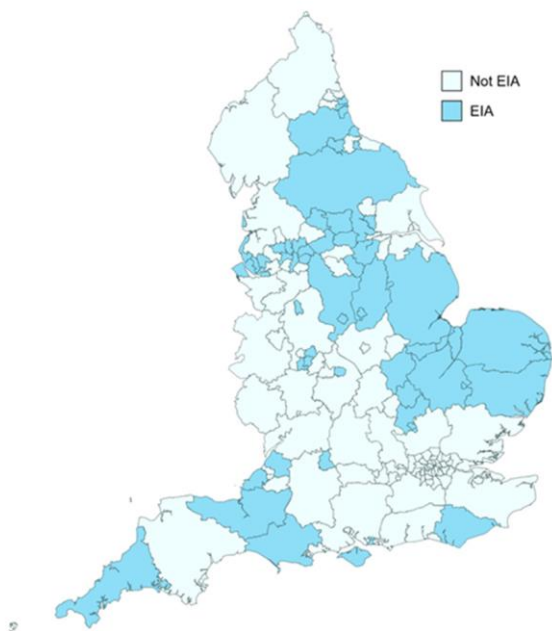


Primary career-related learning in 2022

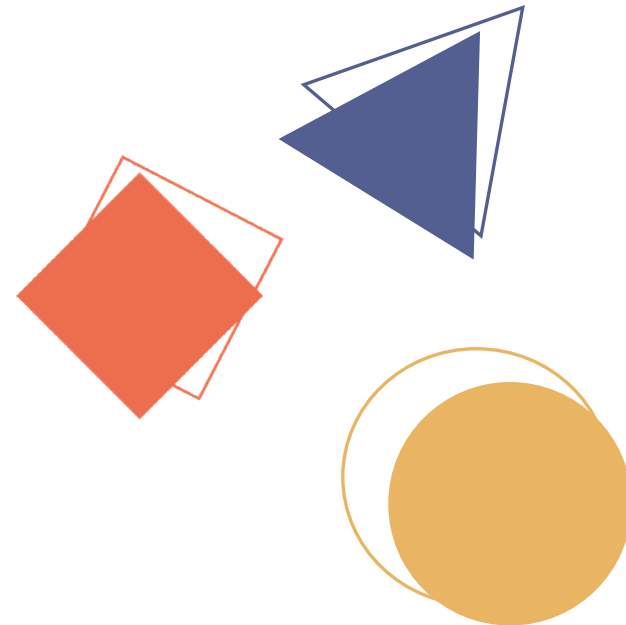
The Education (Careers Guidance in Schools) Act, passed in April, extended the existing duty to provide independent careers guidance to all pupils in secondary education.

The measures in this Act ensure the duty applies from the **beginning of Year 7**, where previously this did not begin until pupils were in Year 8

Primary career-related learning in 2022



The Government's Schools White Paper, published in April, committed to develop *“a new careers programme for primary schools in areas of disadvantage”*



Why does primary career-related learning matter?

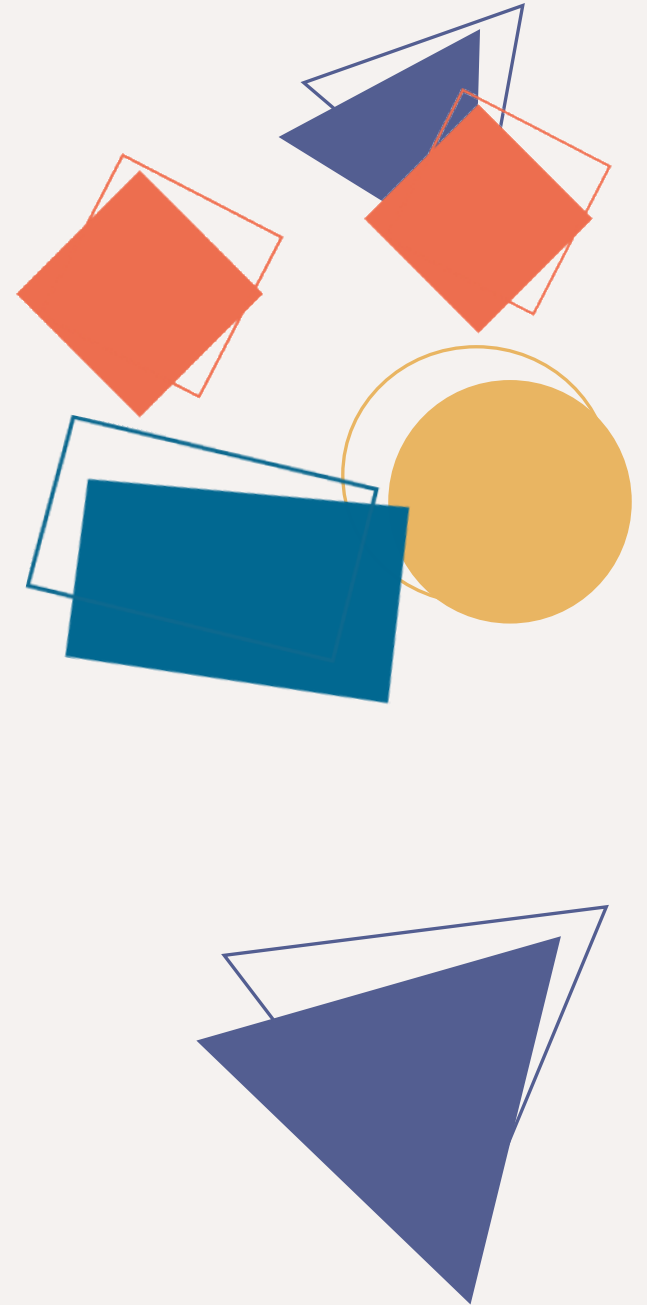
- Children begin to form perceptions about the world of work and their place in it from an early age. This can shape their outcomes in school and throughout life
- Career-related learning is a vital element of primary education. It helps to:
 - broaden pupils' horizons
 - develop essential skills
 - challenge stereotypes
 - make links between the curriculum and the world of work
- It is important that all pupils receive quality career-related learning at primary school as it can spark conversations that open a world of greater possibilities to the children, their families and their teachers.



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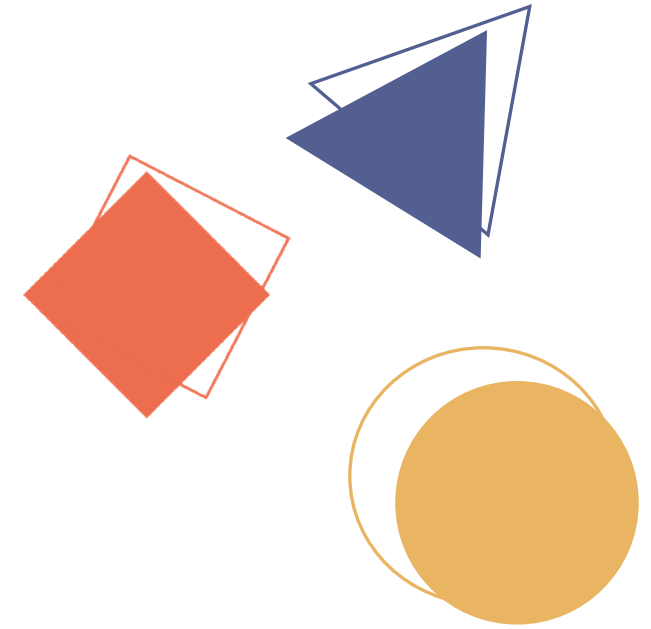
Primary Careers Resources

Where can you start?



Principles for practice

What Works: principles to help to guide the **strategic thinking** and planning



1 Embed into a whole school approach driven by SLT

2 Start early

3 Embed into the curriculum

4 Ensure activities are personalised and age appropriate

5 Open to all

6 Involve employers and parents



Principles for practice

Skills Builder: principles to help shape the **design and delivery** of careers related learning

1

Keep it simple

4

Focus tightly

2

Start early, keep going

5

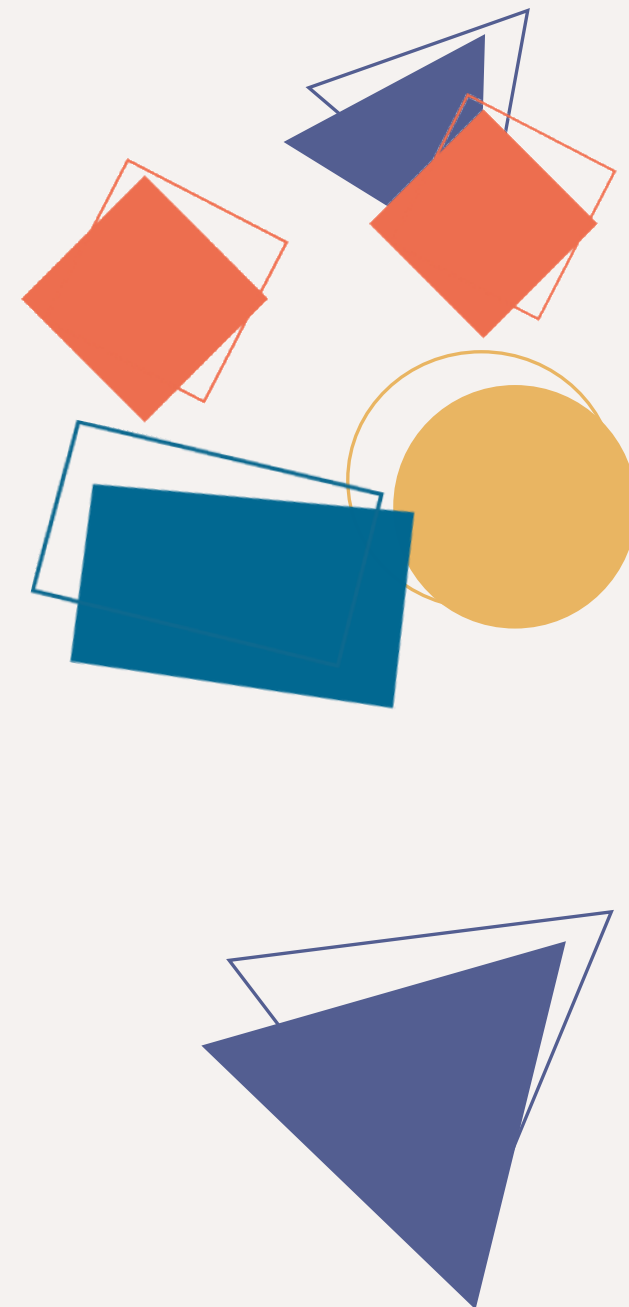
Keep practising

3

Measure it

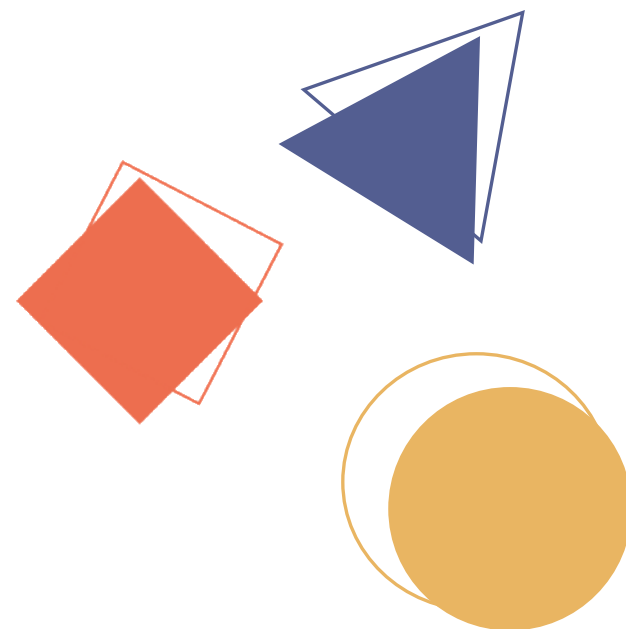
6

Bring it to life



School self-assessment quiz: your results

	Yes	No	Not sure
Planning career-related learning in your school			
Does your school have a career-related learning strategy, and is this shared with staff?			
Is essential skill development part of your career-related learning strategy?			
Do you understand how career-related learning fits with the overall aims and ethos of your school?			
Is there a governor who holds responsibility for co-ordinating both career-related learning and essential skill development across the school?			
Is there a member of staff who holds responsibility for co-ordinating both career-related learning and essential skill development across the school?			
Is there a common language across the school for essential skills development, which is used by teachers and pupils?			
Do parents know about your schools' approach to career-related learning, and why this is beneficial for pupils?			
Delivering career-related learning in your school			
Does career-related learning happen for all pupils, regardless of special educational needs and across all year groups?			
Does essential skill development happen for all pupils, regardless of special educational needs and across all year groups?			
Could you introduce career-related learning and opportunities for essential skills development with younger pupils?			
Do you pupils understand the links between what they are learning now and how they will use it in the future?			
Could teachers make more explicit links between the curriculum, the world of work and essential skills?			
Have teachers ever received any training on how to deliver career-related learning or essential skill teaching?			
Does your school dedicate any curriculum time where the primary focus is explicitly building essential skills or learning about the world of work?			
Could your school make better links between other initiatives (e.g. youth social action, STEM clubs, Character) and it's approach to preparing pupils for the future?			
Do you maximise school trips and existing relationships with businesses to provide opportunities for career-related learning?			
Are your career-related learning opportunities (e.g. trips, visitors and special projects) inclusive of a range of sectors, roles and routes to work?			
Measuring career-related learning in your school			
Do you measure pupil progress in essential skill development?			
Do you measure pupil progress in career-related learning?			
Are there regular opportunities for pupils to reflect on all career-related learning experiences?			



Tips for how to embed career-related learning in your setting

Suggestions and ideas for your school,
regardless of your starting point.

Key

-  - Developing
-  - Embedding
-  - Enhancing

What Works: principles to help to guide the strategic thinking and planning

1 Principle 1: Embed into a whole school approach driven by senior leaders

Evidence shows that positive impacts from career-related learning are greater when a consistent and whole school strategy is in place.

How?

-  Consider career-related learning in the context of your vision for pupils when they leave your setting. Your school ethos, values or vision statement may speak about the development of essential skills that help prepare a young person for their future.

-  Link career-related learning to your school priorities. Career-related learning can positively contribute to meeting school priorities. For example, career-related learning can be about diversity and inclusion and it can also raise aspirations.

-  Consider a Career Link Governor. At secondary school and college, a Governor is given responsibility for careers. If this feels like too much of a big step for you, look at [these resources](#) from The Centre for Education and Youth, to help you engage your governing board in a different way.

Key

-  - Developing
-  - Embedding
-  - Enhancing

2 Principle 2: Start Early

Evidence shows that positive impacts from career-related learning are greater when a consistent and whole school strategy is in place.

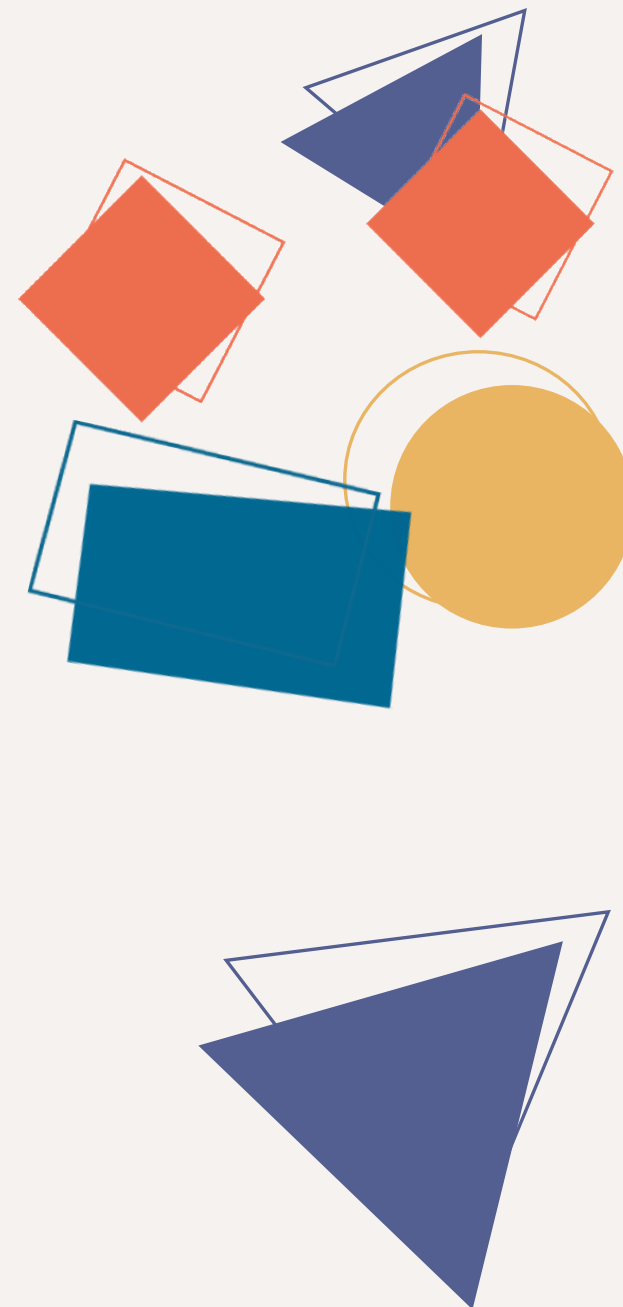
How?

-  Use existing areas of the curriculum such as 'people who help us' to teach younger children about the diversity of people who work in different roles. For example, help children to explore the term 'midwife', explaining that even though it has the word 'wife' in it, it doesn't mean you have to be female to do this role.

-  Choose reading books where characters have jobs. Use this [book list](#) from the National Literacy Trust, to help build up a bank of books which can open up discussions around aspirations and exploring worth in all job roles.

-  Extend your role play to include visitors from the world of work. To either launch or round up the launch of a new 'home corner' or role play box of clothing, invite in a visiting speaker in that job role to explain what they do, in order to inform role play or inspire mark making.

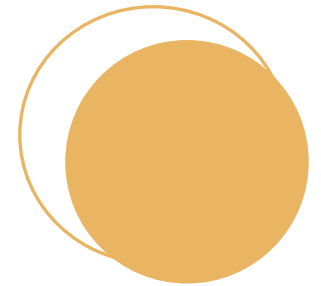
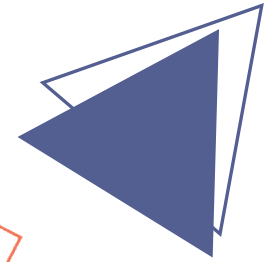
-  Develop or adopt a scheme of career-related learning work from EYFS. Take a look at this example [scheme of work](#) from The Black Country Consortium.



Working with your secondary schools

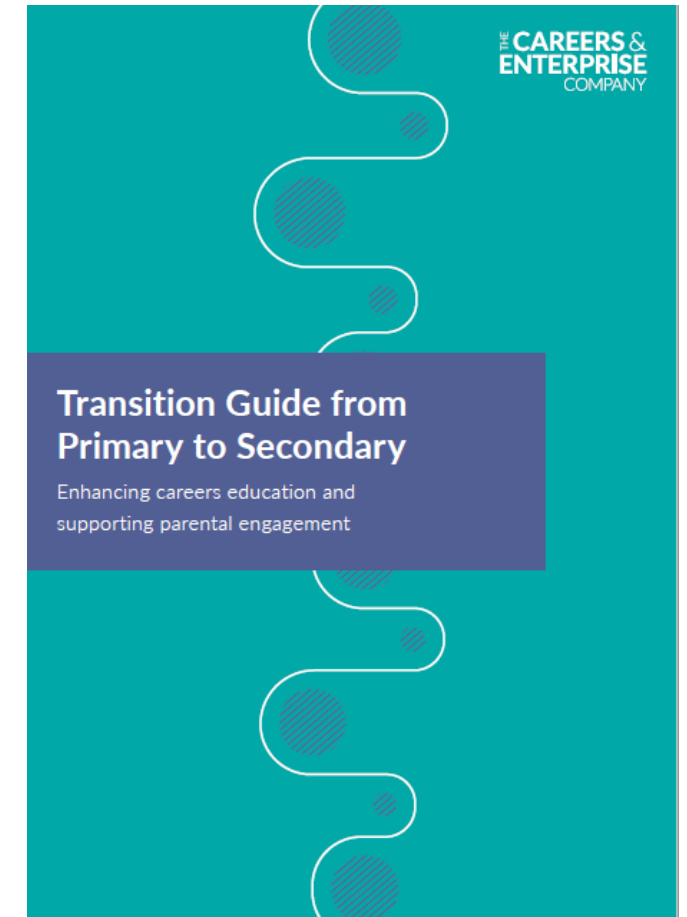
Reach out to your local secondary schools.
Could you:

- Create a skills focus or career-related learning transition project?
- Be involved in some of the careers activity going on at secondary level?
- Invite past students back to talk to your pupils about their experiences?



Our Guide

1. **DECISION MAKING:** Year 4-6
2. **DECISION MADE:** Year 6
3. **STARTED:** Year 7
4. **THROUGHOUT THE YEAR**



Embedding CRL into the curriculum

- PSHE curriculum
- Links to the world of work in existing topics
- Role play in reception
- School trips and visits
- Assemblies
- Story time / group reading ([book list](#))



Employability Skills

Focus on a skill per half-term, e.g. problem solving:

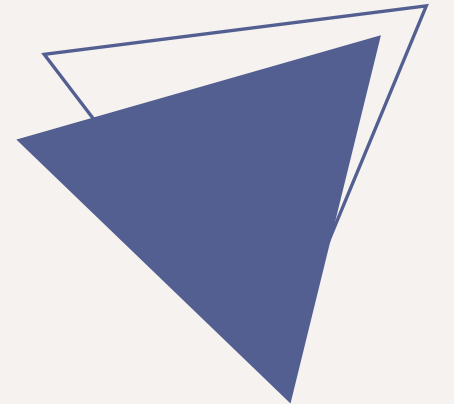
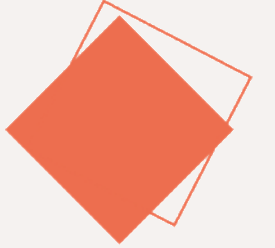
- Assembly focus
- How have we used problem solving today?
- How can we get better at problem solving?
- Which jobs may need problem solving?
- Engaging governors, employers, alumni or parents who can talk about their role and how they use problem solving.



The value of employer encounters



Image from East Sussex Primary Careers Hub



Contact us and stay in touch

[Register](#) to receive our Primary newsletter.

For more information, please contact the Education Team at:

primaryeducation@careersandenterprise.co.uk

Access the platform here:

[Primary Careers Resources Platform](#)

