

Start Small; Dream Big

Complete Careers
Primary School
Conference 2023

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In this session

This session is an opportunity to:

- Learn about the Careers & Enterprise Company (CEC)
- Hear about CEC's new DfE backed primary careers pilot, Start Small; Dream Big
- Gain insight into an emerging priority area in the secondary/college careers arena (parental engagement) and consider what this means for getting in ahead in your own practice and institutions

Who are we?

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

Watch and listen to this video from our [CEO Oli de Botton](#).

Our mission:

**To help every young
person find their best
next step**

World-class careers education

World-class careers education follows the eight [Gatsby Benchmarks of good careers guidance](#).

At its best careers is an essential part of a young person's secondary education, beginning early and continuing throughout school life.

High quality school and college careers programmes offer inspiration and practical advice at the same time. They include multiple and meaningful encounters with employers, further and higher education and training providers. They give access to one-to-one advice sessions and remove barriers for young people. They provide opportunities within and outside the curriculum for students to explore what comes next.



Our Vision

What we know about the world young people operate in:

- A best next step is not the same for every young person
- Young people face uncertainty and opportunity – now more than ever
- Difficulties are not evenly spread
- What we experience influences where we go

That's why our vision is to make high quality, 21st century careers education a reality for everyone, everywhere.



Our Priorities

Our priorities in the year ahead



1. **A careers system where there is measurable impact on young people** - now and in the future – from focusing on apprenticeships and vocational education, to rolling out targeted support for schools, colleges and Careers Hubs, to putting young people at the heart of our work.



2. **To include all young people in careers education, removing barriers where we can** – from focusing on young people at key transition points, those at risk of becoming NEET, sharing innovation and helping employers to support those young people who experience the most disadvantage.



3. **To build a system for the future** – from building up the careers profession, putting careers education front and centre in debates about economic growth, to making employer engagement with education as meaningful as possible.

Start Small; Dream Big

Pilot overview

Background

- In 2018, The CEC published the [What Works at Primary?](#) report in partnership with Education & Employers.
- Between 2019 and 2020, The CEC launched a [Primary Fund](#) with backing from the DfE to test what works through 15 different delivery models. The Careers Hub model with CPD was one of the most effective.
- The Government's [Schools White Paper](#), published in April 2022, committed to develop “a new careers programme for primary schools in areas of disadvantage”
- The Education (Careers Guidance in Schools) Act, passed in April 2022, 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.
- In November 2022 [The Careers & Enterprise Company and the DfE](#) launched the [Start Small; Dream Big pilot](#).

Why?



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The age gender
stereotyping can start



>1%

Percentage of pupils who say
they've heard about a job
from someone from the world
of work visiting their school



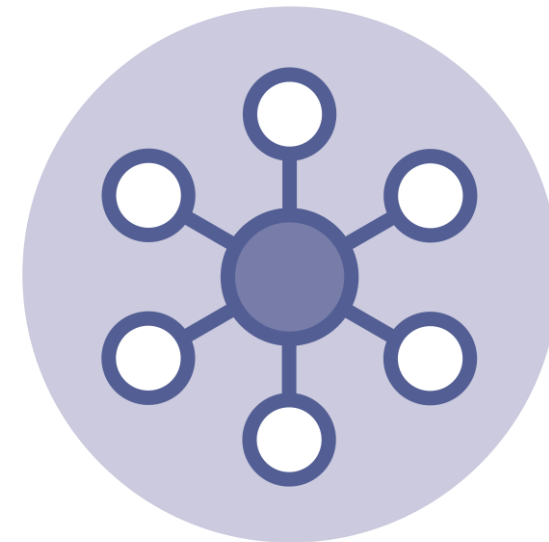
90%

Of primary school teachers report
that 'involvement in activities with
employers' could impact the
academic achievement of pupils

Pilot intent

Reach schools in the 55 Education Investment Areas with the aim of:

- Increasing **awareness** of the range of jobs and career pathways available
- Raising **aspirations** and decreasing **stereotypes**
- Providing children with a **realistic view** of the world of work
- Developing children's understanding of the **link** between **education, skills and work**
- Increasing **parental engagement** in careers



The delivery model



Wave 1

March 2023-March 2024



Wave 2

Sept 2023-Sept 2024



Wave 3

March 2024-March 2025

Delivery partners



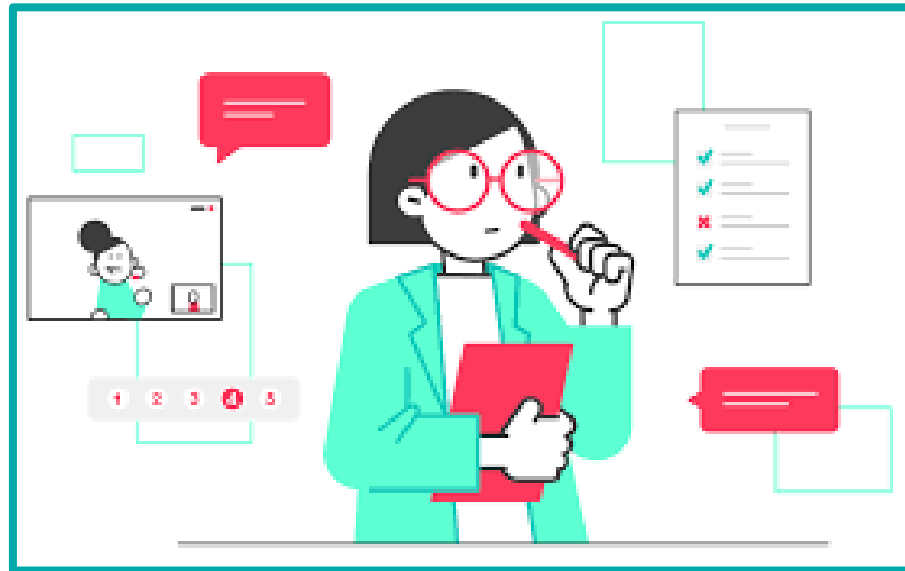
Key pilot elements

Participating schools will nominate a Lead Teacher who will be provided with support via the local Careers Hub and Teach First to:

1. **Access free Careers Leadership training** delivered By **Teach First** (the first of its kind at primary level!)
2. **Implement a career-related learning strategy** (or enhance an existing one)
3. Plan for and deliver an **employer encounter** for pupils
4. **Participate in the pilot level evaluation** for DfE

As a result, it is hoped that lead teachers will improve their career-related learning **skills, knowledge and understanding** as well as the school's **employer network**, enabling the development of a **whole school career-related learning programme** that:

1. Includes careers in the curriculum
2. Helps build or improve the quality of crucial connections with local and national employers
3. Increases engagement of parents in their child's learning



How will impact be measured?

- An organisation called ImpactEd, will measure the impact of the pilot on children, teachers, employers, parents and Hubs.
- They will do this through baseline and an endline surveys that will be issued through a secure survey tool.
- Some schools will also be offered the opportunity to be part of an additional group of schools involved in a deeper level of research such as interviews and focus groups.



What has been learnt so far?

It's too early in the pilot to be able to report on impact, what works and what doesn't. However, some of the following trends are emerging in Wave 1 and 2 with regards to how schools want to access support:

- **CPD and training** – many small and rural schools, as well as those is large MATs have typically preferred to access CPD in a 'train the trainer' style, where resources are shared and learning disseminated. This could also be linked to the Careers Leader role not existing at Primary.
- **Employer encounters** – in general, Wave 1 schools are typically planning world of work activities for pupils at a local level, targeting a specific school or pupil need and working with the Careers Hub to consider local labour market information and networks.
- **Evaluation** – to date, engagement in the baseline evaluation has been very high across all schools in the first two waves. We hope this signals appetite from primary schools across the country to track CRL impact and to use data to influence change.

Where to find out more – Start Small; Dream Big

- If you know you are a school in an [EIA](#), you can contact your local [Careers Hub](#) directly
- If you're not sure or have a more general question, email primaryeducation@careersandenterprise.co.uk
- The [CEC's Primary Platform](#) is full of tools, resources, guidance and research and will eventually host outputs from the pilot

The increasing importance of parents



Parents and the CEC

- [Talking Futures](#) is a Gatsby-CEC partnership project with the overall aim of supporting parents to have better careers conversations with their children.
- For CEC, achieving this vision means giving Careers Leaders the motivation, capability and opportunities to improve parental engagement in careers in their institutions.
- The first two years of Talking Futures aimed to do this by focusing on raising awareness and refining of the resources we have on offer.
- The next two years focus on embedding parental engagement into all aspects of careers leadership.
- Gatsby go [direct to parents](#) with the same aim



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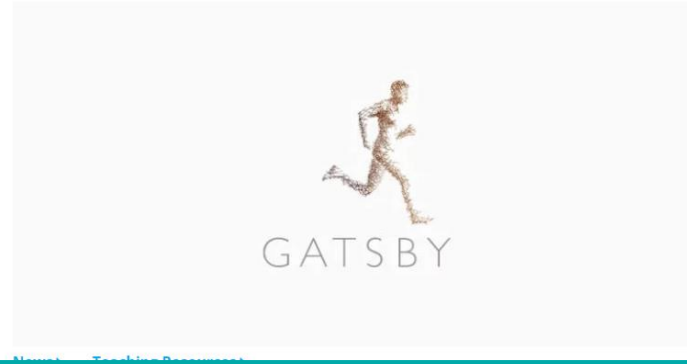
Parental engagement is a powerful lever for raising achievement in schools. When parents and teachers work together to improve learning, the gains in achievement are significant.

Do Parents Know they Matter (Harris & Goodall/University of Warwick 2007)

The Gatsby Benchmark 10 Year Review: Share Your Views

Youth Employment UK | 22nd March 2023

Reading time: 2 minutes



GOV.UK

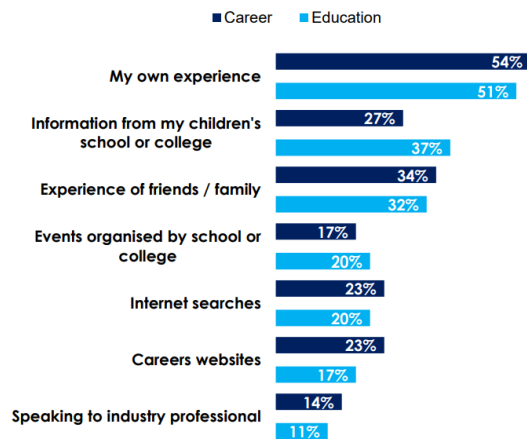
[Home](#) > [Education, training and skills](#) > [Education of disadvantaged children](#)

Press release

Schools White Paper delivers real action to level up education

Schools White Paper, Opportunity for All, sets out plans to make sure every child can reach the full height of their potential.

Figure 21: Proportion of parents who say the following sources of information have informed their conversations about education and career



Parents believe children should take their views into account when making important decisions



Some parents underestimate the influence they could have on their child's choices

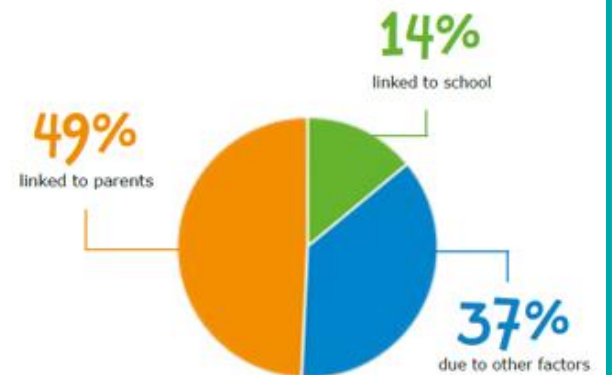


Conversations around key decisions start as early as Year 7, before parents note receiving information from their school or college



Four in five parents note action was taken as a result of their conversations with children about careers options

What causes the achievement gap by age 11?



**What prevents teachers and other
school staff from engaging parents
in careers?**

Yet...

“

We get so caught up in schools with, ‘this is what we’ve got to do’ and ‘we’re the experts’, but actually the most influential people are the parents.

So, we need to empower them to have those conversations with their children to make our jobs easier.”

So...



Research



Relevant guidance and resources



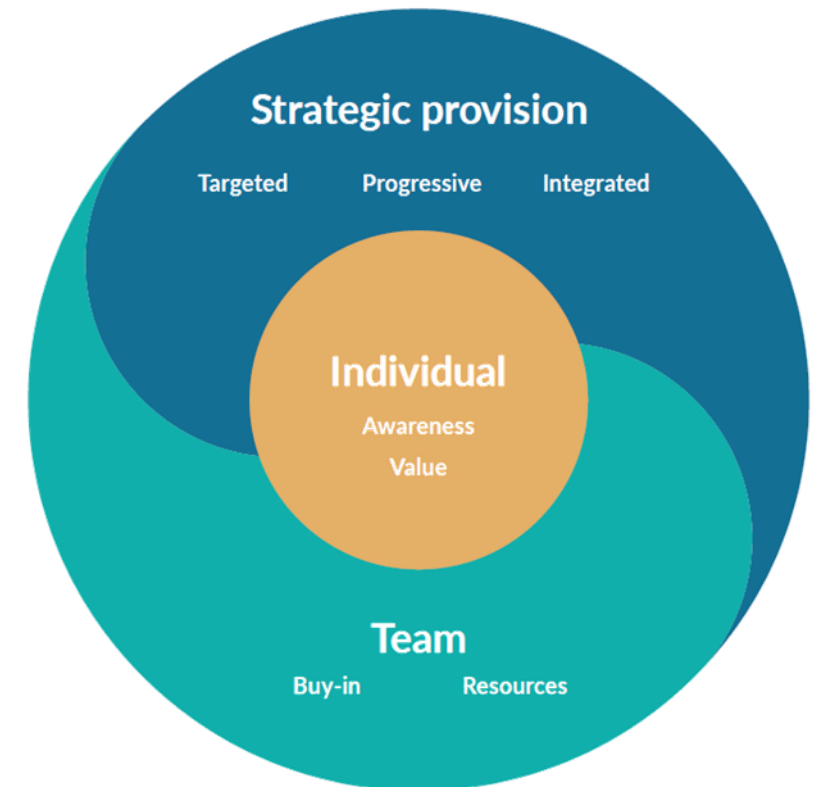
Training

Parental involvement and parental engagement



Strategic and meaningful parental engagement in careers

- **Embedding** important information about careers into **all aspects** of school, special school, and college parent/carer engagement.
- It will form a **key part of any existing parent/carer engagement** strategy or approach.
- This means that **staff from across the institution will support the Careers Leader to deliver key messages** to parents about careers provision and information, so that parents can support their child to make informed careers decisions.
- **Outcomes will be differentiated and defined** according to the institution's unique context and what change or improvements they want to see in the engagement of all parents/carers in careers



**Have you had the opportunity to
discuss parental engagement in
careers with parents, SLT and other
staff?**

Supporting parents and carers

- **Let parents know how important they are** in supporting their child's education. Parents and carers do not necessarily know how important their input at home is, but they are the adults who know their children the best.
- **Think about the language you use** when communicating with parents and carers. When talking to parents don't assume they know terminology such as 'LMI' or 'T-Levels' for example.
- **Be aware of the power dynamic**, surveys have shown only 4% of parents are happy being called 'Mum' and 'Dad' by their child's teachers.
- **Avoid the term 'hard to reach'**. No parent or carer walks around thinking of themselves as 'hard to reach' and schools should do the same. Remember all parents and carers want to support their child's learning...they just need to be given the tools to do so.



Where to find out more – parental engagement

- The [CEC's corporate website](#) has a dedicated parental engagement page
 - [Talking Futures](#) as a suite of resources sits on the CEC's Resource Directory – you might find [this transition guide](#) particularly relevant
 - Although designed for a secondary and college audience, you might want to explore the free [parental engagement in careers training modules](#)
 - You can direct parents to the [parent facing Talking Futures website](#)
 - [Learning with Parents](#) is a charity offering support to primary schools
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Questions