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North East Local Enterprise Partnership

CAPE Capabilities in Academic Policy Engagement

Career-related learning in primary schools

A snapshot of current practice

January 2023

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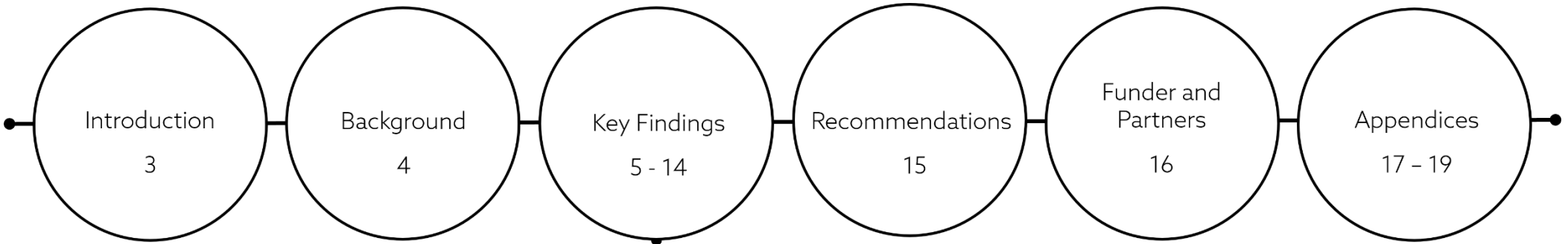
Report Overview



Introduction

This report looks at current provision of career-related learning in English primary schools. It has been written by NUSTEM (Northumbria University), supported by the North East Local Enterprise Partnership (North East LEP), partners who share the aim of improving children's access to careers at primary level. Support for this research was provided through the Capacity in Policy Engagement (CAPE) project funded by Research England.

Career-related learning (CRL) encompasses the wide range of activities provided by schools to give children experiences of and exposure to education, transitions and the world of work[1]. It supports pupils to broaden their horizons and aspirations and develop the knowledge, skills and understanding to be successful, regardless of their starting point.

We believe that CRL needs to begin from Early Years and Foundation Stage (EYFS) and be sustained across the education journey. The North East region has been progressive in leading pilots to implement this aim. The initial pilot of the Good Career Guidance Benchmarks (now commonly known as 'Gatsby' Benchmarks within secondary education) took place in the North East of England (2015-2017). Since then the North East LEP has worked to develop and test the implementation of CRL within primary schools. Initially, the North East LEP and the EY Foundation partnered on The North East Ambition Career Benchmarks: Primary Pilot[2], a 2-year project that aimed to translate the transformational Good Career Guidance Benchmarks for use an implementation in primary settings. It also encompassed a collaboration between NUSTEM and the North East LEP on CITE, a 1-year feasibility study examining models to support Initial Teacher Education (ITE) students to embed STEM careers teaching ideas and models into their teaching.

In this report we commissioned and examined the views of a representative sample of over 2000 primary school teachers in England to present a nationwide snapshot of CRL provision in England's primary schools in 2022. We present this data alongside evaluation findings from the regional project, The Career Benchmarks: Primary Pilot.

In this report we show:

- There is a need for, and willingness to deliver, CRL among teachers in primary schools
- There are several challenges primary school teachers face in delivering CRL
- Solutions to these challenges do exist, and have been trialled successfully in the North East
- How existing frameworks can support the embedding of CRL in primary schools
- Our recommendations for future policy and guidance in CRL in English primary schools.

This report strengthens the growing body of evidence in support of a nationwide, holistic approach to careers education within the primary phase, and offers strategies and guidance for successful implementation of CRL in primary schools.

Background

Research shows that children understand that jobs exist from around the age of three or four and begin to form ideas about their futures when they are as young as five or six[3].

Gottfredson's Circumscription and Compromise theory of career development outlines how during their primary school years, children's aspirations evolve from a broad spectrum of possible alternatives and are refined and narrowed as they get older[4].

In this process of narrowing aspirations, children often draw on their existing understanding of careers and jobs[5]. Children absorb ideas about careers from many sources, including what they see at home and in their neighbourhood, the stories they read, the TV they watch and the games they play[6].

Yet, evidence shows that children's understanding of careers can be stereotypical or inaccurate. From as young as five children have ingrained stereotypical views about the jobs people can do, based on their gender, ethnicity and social background[7] [8].

Before the age of eight, many children have already made career limiting decisions[9] based on these stereotypes, which over time become fixed[10]. This is problematic because research from the UK and internationally finds the pattern of jobs chosen by seven-year-olds mirrors that of jobs selected by 17-year-olds[11].

High-quality careers education, information, advice and guidance can help children and young people reach their potential, make successful transitions from school to further study and employment, and make appropriate career choices. However, there is only statutory guidance for schools catering for pupils in Key Stage 3 and above, as well as FE colleges and Sixth Form colleges. This means that during the primary phase, when children are developing and refining their careers aspirations, there is unlikely to be any specific career-related learning. If CRL is delivered it is likely to be unstructured and not framed explicitly to support pupils to explore careers and the world of work.

The Department for Education has recently funded 'Start Small, Dream Big', a career-related learning project involving 300 primary schools across 55 disadvantaged areas of England.

Research commissioned by Teach First[12] into the role of teachers and schools into early career-related learning, identified the importance of primary schools providing a planned programme of career-related learning, and for senior leaders to support the implementation of such programmes across the whole school. Pilot projects have shown that stereotypes can be challenged, and children's career aspirations broadened through career-related learning projects[13] and activities[14]. Evidence also shows that high-quality CRL in primary education can enhance children's confidence, foster a positive attitude towards school, and improve their attainment[15].

Key Findings

Our findings present a picture of career-related learning provision in England in 2022.

In this report we use the definition of career-related learning (CRL) in primary schools provided by Education and Employers,

> "*The term 'career-related learning' includes early childhood activities in primary schools designed to give children from an early age a wide range of experiences of, and exposure to, education, transitions and the world of work*".

Where appropriate the findings draw out differences by school region, Free School Meal (FSM) quartile[1] and Key Stage taught, and also make comparisons to research and evidence from the Careers Benchmarks Primary Pilot and other studies.

1. There is a need for, and willingness to deliver, career-related learning (CRL) in primary schools

1a. There is an appetite among teachers to challenge stereotypes and increase diversity in subjects and careers for pupils

In March 2021, Teacher Tapp asked primary school teachers about gender stereotypes and inequalities.

100% of primary school teachers agreed that schools 'should help break down gender stereotypes relating to subjects and careers', with 75% of these agreeing strongly about this.

53% of teachers say they are already raising awareness of inequalities in PSHE and/or SRE classes, while 48% of teachers say their school deliberately ensures the curriculum includes a diverse range of leading figures across subjects.

When our 2022 survey asked '*what are desired outcomes of career-related learning for your pupils*?', primary teachers reported their desire for CRL to broaden the range of jobs children aspire to (77%), help pupils believe that if they work hard they can achieve their career ambitions (63%), make links between learning and future careers (59%) and foster motivation for learning (57%).

1b. Activities which could support career-related learning are taking place in some form in many schools

To explore the nature of CRL provision we asked primary teachers to answer which of a list of CRL activities had taken place in their school in the academic year (See Fig. 1). Over 2/3 of teachers say at least one of these CRL activities takes place in their school.

32% of primary teachers report their schools are challenging stereotypical thinking about jobs, 27% they are capturing information about children's aspirations, and 21% inviting parents in to talk about their jobs. Other career-related activities are reported by a fewer number of primary-school teachers.

[1] Teacher Tapp split the demographic into evenly sized quartiles, based on the proportion of pupils eligible for FSM in each school.

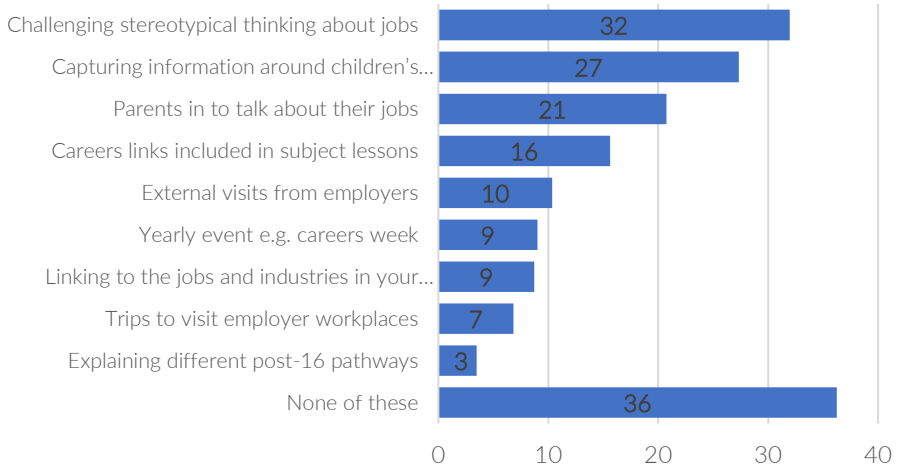


Figure 1. Percentage of primary teachers reporting desired outcomes of CRL for pupils in their school.

2. There are challenges for primary schools in delivering career-related learning

2a. Only 1 in 10 primary teachers said that someone had responsibility for career-related learning in their school

When asked '*do you have a careers coordinator at your school*?' only 5% of primary teachers said they knew there was someone responsible for coordinating careers in their school, while 88% were confident that they did not have anyone in this role.

Careers leaders were found in a greater proportion in schools within the least deprived quartile (47%) and most deprived quartile (38%) than schools in the middle quartiles. In schools where teachers reported there being a careers lead role, this was held commonly held by a member of the Senior Leadership Team (46%).

2b. Many primary schools aren't currently offering targeted career-related learning to any pupils

In contrast, the 70 schools who had taken part in the Careers Benchmarks Primary Pilot in the North East all have someone leading careers within their school (One of the Gatsby Benchmarks). Schools in the region continue to be supported through the expansion of the Career Benchmarks: Primary Programme.

We asked teachers '*In your school, are any pupils targeted for career-related learning*?' 27% of primary school teachers said they didn't know or weren't able to answer this question.

Of those able to answer, 67% of primary teachers reported that no age groups of pupils were targeted for CRL (including the option for targeting all pupils).

When then asked if they offered specific activities that can be categorised as CRL, over a third of teachers (36%) still say that none of these happen in their school (See Fig. 1).

2c. The amount of career-related learning offered to pupils depends on the type of school

We find that the CRL provision varies strongly depending on the type of school. Primary teachers within the most deprived schools more commonly report there being CRL for all pupils in their schools, than for specific groups, and less commonly report there being no CRL provision (Figure 2).

When asked '*This academic year, have any of these activities taken place at your school*?', we found primary teachers in the most and least deprived schools reported doing the most in terms of the listed CRL activities listed. However, the types of activities they did differed.

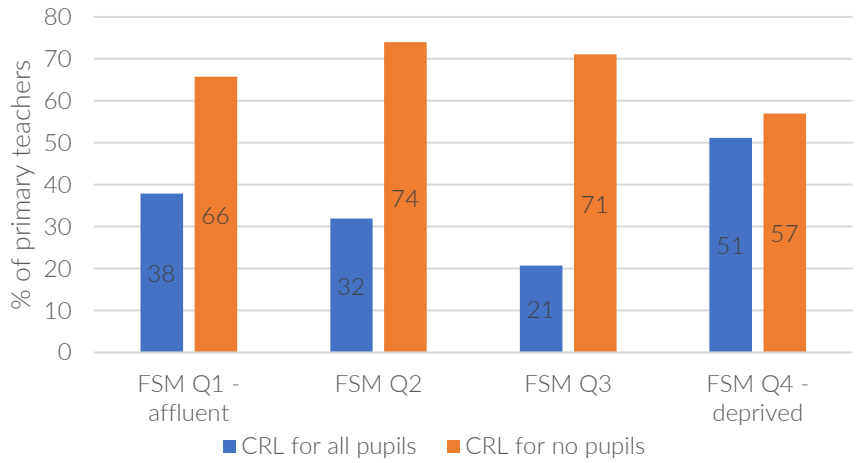


Figure 2. Percentage of primary teachers who say there is CRL provision for all pupls and none pupils by FSM quartle

Teachers within the least deprived schools commonly drew on available social capital and discussed routes to careers, compared to staff working within the most deprived schools (Figure 3).

Primary teachers within the least deprived schools more commonly 'had parents in to talk about their jobs' (36%) than schools within the most deprived quartile (19%). By comparison teachers working in schools within the most deprived quartile more commonly reported to have external visits from

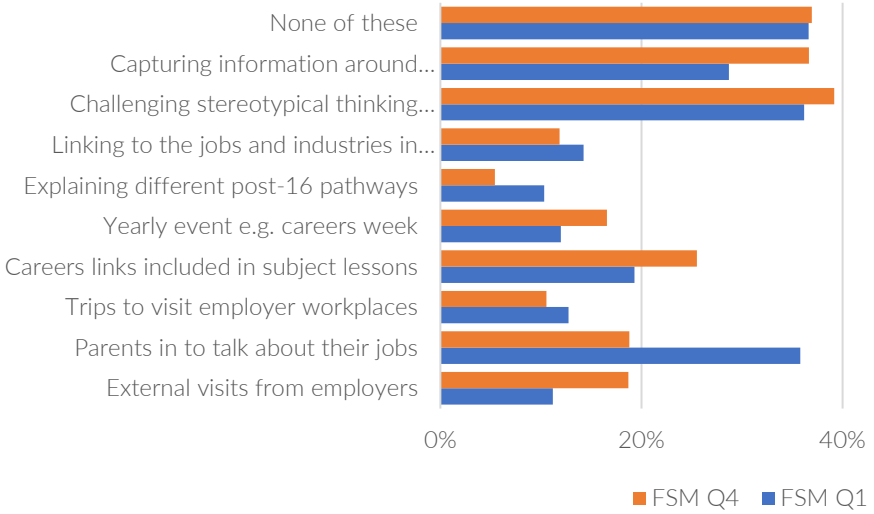


Figure 3. Percentage of primary teachers in reporting CRL activities undertaken for FSM Q1 and Q4

employers (19%) in comparison to other quartiles (least deprived: 11%).

Similarly, teachers in schools within the least deprived quartile explain 'different post-16 pathways' more often than staff in schools within the most deprived quartile (least deprived: 10%, most deprived: 5%). Staff in the most deprived schools more commonly 'capture information about children's aspirations' (most deprived: 37%, least deprived: 29%) and 'include careers links in subject lessons' (most deprived: 26%, least deprived: 19%).

2d. The amount of career-related learning varies between regions in England

The type of CRL activity provided in schools also differs by region. We found teachers in the Yorkshire & North East (Y&NE) region more commonly reported there being CRL provision for all pupils in their schools, and less commonly that there was no CRL provision in their school than teachers in other regions.

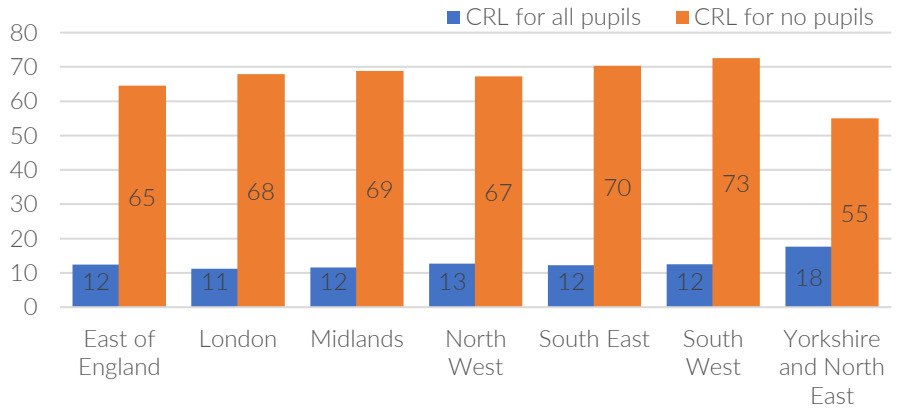


Figure 4. Percentage of primary teachers who report CRL provision for all pupils and no pupils in their school

When asked '*This academic year, have any of these activities taken place at your school*?' we found primary school teachers in Y&NE reported doing more of all the CRL activities in their school, than teachers in other regions. Particularly prominent is that more primary teachers in Y&NE are embedding 'careers links in subject lessons' (+10%), arranging external visits from employers' (+9%) and 'challenging stereotypical thinking about careers (+7%) than the average across the other regions.

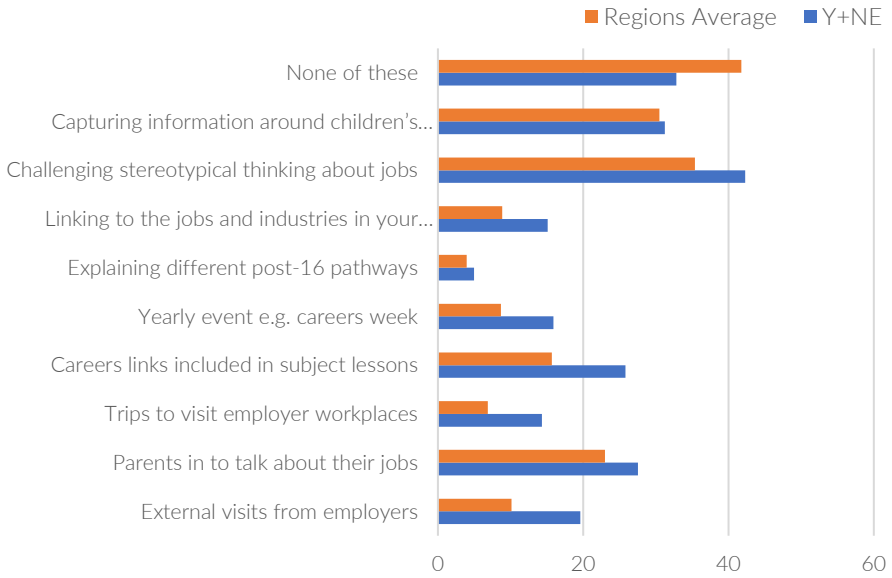


Figure 5. Percentage of primary teachers reporting CRL activities in Y&NE and average of other regions

Research by Founders4Schools also identified geography as one of the key challenges impeding careers education in primary schools, with particular concerns about access to employers for children in rural schools[16].

2e. Pupils age determines the amount of career-related learning they receive

Where CRL and challenging stereotypes is taking place in primary schools, primary teachers report it is more commonly provided to pupils in upper primary (Key Stage 2) than in lower primary and in early years.

When CRL is considered by key stage, 50% of primary teachers report that the CRL in their school targets KS2 children only, and 13% that it targets KS1 and KS2 pupils. Just 37% of primary teachers say the CRL in their school targets all for all pupils including EYFS.

When asked '*what are the barriers to delivering career-related learning in your school*?' 59% of primary teachers felt the age of pupils was a barrier. However fewer teachers in the Y&NE region reported the age of pupils to be a barrier to delivering CRL than in other regions.

Figure 6. Percentage of primary teachers who see age as a barrier to CRL by region

In contrast, within the North East, by the end of the two-year pilot, Careers Leaders stated that their career-related learning provision now covers all year groups in school. This approach was considered important when considering the age at which children start to be impacted in their career decision making as a result of factors such as gender stereotyping.

2f. Teachers lack confidence to deliver career-related learning

Fewer than one-in-ten (9%) primary teachers said their knowledge to deliver effective CRL was "good" or "very good". These reflect similar proportions (10%) as reported by careers leaders at the start of the Careers Benchmarks Primary Pilot.

However primary school teachers in schools in Y&NE (17%), and the most deprived schools (13%), were more confident to deliver effective CRL than all other regions, and all other FSM quartiles. (Figure 7). When Teacher Tapp asked

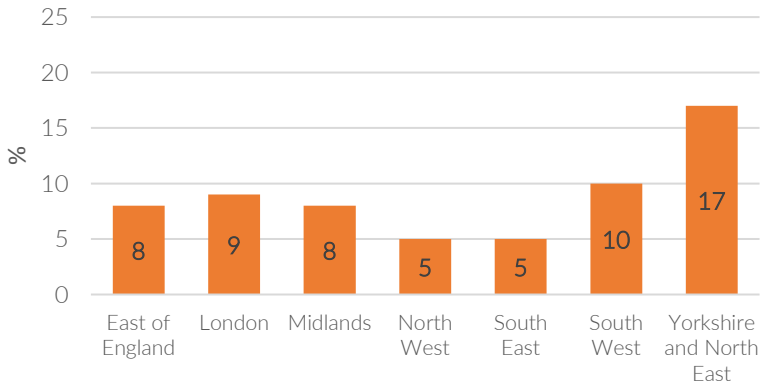


Figure 7. Percentage of primary teachers rating their knowledge to deliver effective CRL as good or very good by region

a nationwide representative sample of primary teachers a similar question in March 2020, 30% of primary teachers said they felt equipped to advise young people on the diversity of careers available. This suggests a drop in primary school teachers' confidence to deliver CRL between 2020 and 2022.

By comparison, 89% of Careers Leaders in the Careers Benchmarks Primary Pilot now rate their knowledge, skills and understanding as good or very good.

2g. Teachers see time, curriculum pressures and lack of resources as barriers to delivering career-related learning

Teachers are worried whether they would be able to fit CRL into their working day. When asked '*what are the barriers to delivering career-related learning in your school*?' 50% named lack of time and 44% named curriculum pressures as a barrier. 42% said that a lack of resources would also be a barrier to implementation.

This finding is aligned with that of the Founders4Schools report, which found that teachers' knowledge, time, prioritisation and buy-in were some of the key barriers to better careers education throughout schooling[17].

Evidence from the evaluation of the Careers Benchmarks Primary Pilot found that the integration of careers education into the primary curriculum is feasible when a support framework is provided.

2h. Career Benchmarks, which have increased quality of careers provision in secondary schools, are not well understood by primary teachers

We asked teachers '*What would be useful to you if you were creating a new structured careers-learning programme at your school*?' Around a third of teachers (28%) said they didn't know or weren't equipped to answer this question. More teachers at KS1 and EYFS (37%) felt unable to answer this question than teachers of KS2 (25%).

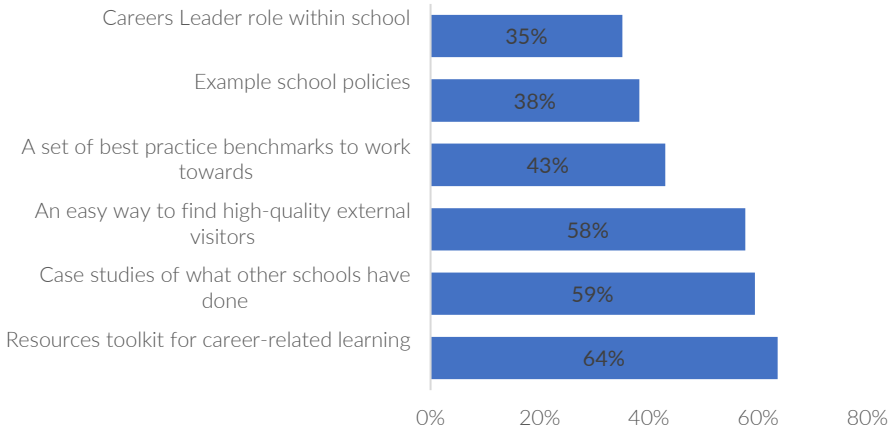


Figure 8. Percentage of primary school teachers rating the use of different CRL implementation strategies

This highlights that many primary school teachers haven't yet given much thought to how they could implement a structured CRL programme in their schools, particularly those that work with younger children.

Teachers that did answer this question identified the most useful tools for implementing a new structured careers-learning programme as: a resource toolkit (64%), case studies (59%) and a system for finding external visitors (58%). Fewer than half of teachers thought that 'a set of best practice

benchmarks to work towards' would be useful (Figure 8). When asked directly about a benchmarks system similar to that used in secondary education, 42% of teachers said they did not know enough about the secondary careers benchmarks, or did not have enough information more generally to answer the question.

Of the teachers who feel they know enough to answer the question, 53% agreed that a framework similar to the Gatsby Benchmarks for Secondary would be helpful. This shows that teachers are not opposed to the idea of benchmarks but they do not know enough about them. Work needs to be done to raise the visibility of the value of careers benchmarks in primary schools.

We found there is a particular appetite for structured careers programmes in the most deprived schools, with teachers in the least affluent schools more likely than all other quartiles to find all forms of structured careers-learning programmes useful than more affluent schools.

By comparison, 92% of Careers Leaders in the North East said they found the framework of Benchmarks to be very useful or useful. After 2 years of working with the framework to develop a structured approach to careers education.

3. Solutions to these challenges exist, and have been trialled effectively in the North East

3a. The Careers Benchmarks Primary Pilot Evaluation

During July 2019 – July 2021 the North East LEP collaborated with the EY Foundation to deliver the Career Benchmarks: Primary Pilot.

The pilot aimed to translate the Good Career Guidance Benchmarks (now Gatsby Benchmarks) used in secondary settings for use and implementation in primary settings and worked with 70 primary schools to explore how this could work in practice. In addition, the pilot aimed to build understanding about the capacity within schools and the support needed to make measurable and rapid progress towards the achievement of the Benchmarks.

The Good Career Guidance Benchmark Pilot (2015-17) led to the Benchmarks forming a central part of the Department for Education's 2017 Careers Strategy[18]. The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The schools on the pilot were similar on most measures to primary schools elsewhere in England. However, pilot schools were more likely than primary schools elsewhere in England to be in areas of deprivation and to have pupils who receive free school meals. They had relatively low numbers of pupils for

whom English is an Additional Language (EAL). These factors were representative of the socio-demographics of the North East region rather than due to sampling. Two-thirds of the schools on the pilot cover the traditional primary school age range – e.g., 2 or 3-11; 13% are 'all through' schools with some pupils of secondary school age; 19% cover middle school ages, going up to 13, or starting at 7."

Findings from the Primary Pilot:

- 100% of schools in the pilot have remained engaged in career-related learning after the end of the pilot. All schools have someone leading careers work.
- 89% Careers Leaders said their CRL provision now covers 'all year groups in school'.
- 92% of Careers Leaders completing the pilot said they found the framework of Benchmarks to be very useful or useful.

One finding from the pilot was that CRL has become embedded within the general curriculum or other subjects within the pilot schools and is delivered during the school day and treated less as an extra-curricular activity.

	Baseline	Final	% point change
Part of the general curriculum	44%	58%	+14
As standalone lesson	25%	32%	+7
Extra-curricular activity	57%	22%	-35

"What impressed me most during the project was how readily the 70 schools embraced this new approach, with massive buy-in from Careers Leaders, senior leaders, other staff and governors. They've demonstrated that there's an appetite for this to happen within primary schools and that staff can see the benefits for pupils.

This has been a hugely positive experience for all the schools involved, with large increases year-on-year for the number of the Benchmarks each school has achieved.

We also saw the career-related learning is no longer a bolt-on activity for these schools, it's become embedded throughout the curriculum, like a golden thread running throughout the school. So children in early years, as well as those higher up the school, are benefiting."

Matt Joyce, North East LEP

3b CITE and CLiPS Projects

The North East Local Enterprise Partnership (North East LEP), along with NUSTEM, were funded by the Careers and Enterprise Company to develop and deliver the Careers in Initial Teacher Education (CITE)[19] project during 2019 - 2020.

CITE was a 1-year feasibility study designed to create and pilot training materials that would support Initial Teacher Education (ITE) students on a PGCE route to embed STEM careers teaching ideas and models within their teaching practice, and to investigate the realistic possibility of this training being part of their placements within primary schools during their training.

The project tested an intervention aimed at Initial Teacher Education (ITE) students. The intervention provided targeted training and resources to boost and develop trainee teacher capacity to engage with CRL at a primary level, and

explored unconscious bias, careers aspirations and employability characteristics.

It aimed to aid integration of careers related learning into curriculum lessons, by increasing ITE students' confidence in using the project resources and in challenging stereotypes in careers related learning.

The evaluation of the CITE project found:

ITE students are largely confident in using resources that support integration of CRL in the curriculum
Participants demonstrated confidence in using resources presented all three sessions to support integration of **CRL** in the curriculum, reporting intentions to use them within their classroom, and sometimes more widely across the school. However, there is some evidence that ITE students, while confident in how they would like to implement learning in the classroom, were less confident with how to go about this implementation, particularly in their placement schools.
ITE students feel more confident in challenging stereotypes in CRL
Most participants reported that CITE had changed their thinking by raising awareness that more must be done to challenge stereotypes in primary schools. Participants' reflections demonstrated increased confidence to challenge stereotypes in CRL, coming up with adaptions to the tools and new ideas. However, there is some evidence that ITE students, while confident in how they would like to implement learning in the classroom, are less confident with how to go about implementing it during their placements in the context of navigating existing systems and hierarchies.

Whilst challenges related to COVID led to changes in the delivery model of CITE, and allowed qualified teachers to take part, the study found some evidence to support the feasibility of including CRL teaching in undergraduate Education degrees, but not PGCE routes. However, changes to the ITE curriculum which occurred after the completion of CITE have worked against this inclusion.

However, the CITE study also found that there is more potential for implementing career-related learning in continuing professional development for practicing teachers.

> *"We want as a school to raise aspirations and expose children to different careers and a barrier has been how to do this without a budget, but the resources shown today will help this."*
>
> *CITE Participant*

Consequently, the CITE materials have now been adapted to form a programme of whole-school CPD in Career-Related Learning in Primary School (CLIPS). A research study to look at the impact of the implementation of CLIPS in a single school and in a multi-academy trust is currently underway.

4. Existing frameworks can support the embedding of career-related learning in primary schools

Primary schools in the North East that developed a careers programme through North East Ambition have benefitted from access to a range of support frameworks as shown in Fig.9.

The Good Career Guidance Primary Benchmarks provide the **inputs** to schools, supporting school leaders to develop a structured approach to this work, whilst giving them flexibility in terms of the exact content of activities delivered (See Appendix 2).

These inputs are complemented via the Career Development Framework from the Career Development Institute (CDI) which identifies learning **outcomes** for pupils - essentially outlining the age-appropriate careers knowledge, skills and attitudes learners should be developing (See Appendix 2). Primary schools in the region can self-assess their careers programme through a **self-assessment audit**, a key function of the North East Ambition website. The process enables school leaders to understand their existing strengths and to target and prioritise areas for development.

In addition, schools may wish to seek a level of **external validation** through the achievement of the primary equivalent of the Quality in Careers Standard, a verification process which seeks to identify the impact of the careers programme in school, and areas for continuous improvement. Appendix 2 provides additional details about the Career Development Framework and Quality in Careers Standard.

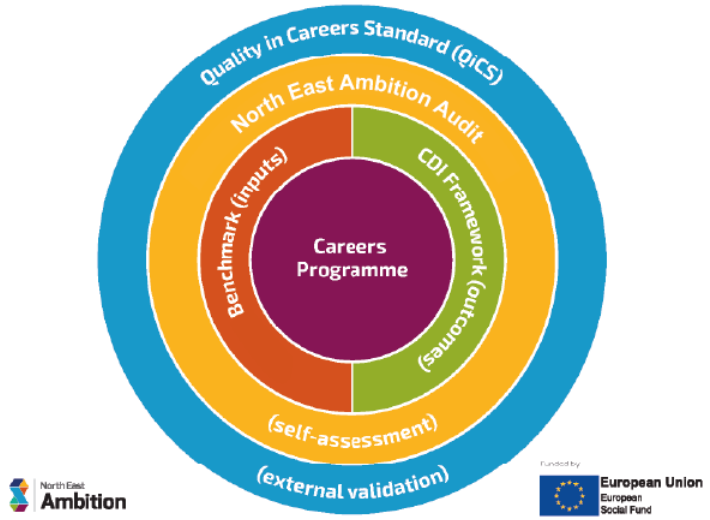


Figure 9. Supporting and embedding career-related learning in primary schools

Recommendations

Based on previous research alongside the findings of this report, we propose the following recommendations to improve the provision of career-related learning within primary schools in England.

1. Introduce a national framework of best practice Benchmarks to support primary schools across England to develop a structured approach to career-related learning

As highlighted by the national sample of teaching staff who have taken part in this research, significant time and curriculum pressures currently exist in primary education. It is therefore of vital importance that the introduction of a more structured approach to career-related learning within primary education is done so with school leaders driving the decision-making process.

The introduction of a national framework with accompanying self-audit tool, based upon that used within the North East Ambition Careers Benchmarks: Primary Pilot, would enable school leaders to accurately assess their current position, identify key actions and enable them to access appropriate support whilst taking ownership of their individual approaches to career-related learning.

The Teacher Tapp survey findings indicate that further education of staff is required to support their understanding of the use of a framework of Benchmarks to support career-related learning. However, we know that in almost all cases (92%) Career Leaders who have been exposed to the support provided by the framework find it to be useful or very useful.

2. Establish the role of Careers Leader in primary schools and create a countrywide network of regional hubs ensuring primary schools do not work in isolation to develop career-related learning provision

The evaluation of the Career Benchmarks: Primary Pilot indicated significant changes in the knowledge, skills and understanding of the staff who led this work in schools involved in the North East network. The project utilised peer-to-peer learning and sharing of best practice within a series of regional and local network meetings, further underlining the positive impact of schools working in partnership.

In addition, findings from the Careers and Enterprise Company's 'Trends in Careers Education, 2021' report further outlines the importance of ongoing partnership at a local level indicating that involvement in a hub leads to greater levels of sustained improvement (through Benchmark achievement) when compared to secondary schools and colleges not in a hub.

3. Provide support for primary teachers to develop their understanding and practice of career-related learning

In addition to the support that the new Careers Leaders will require to implement the national framework, all primary teachers (from Early Years to Key Stage Two) will need additional support to develop their ability to embed career-related learning into their classroom practice. This could be done through training such as CLiPS, and through the extension of the work already carried out by the North East LEP and CEC in this area, as well as providing teachers with access to a range of resources / providers to support career-related learning.

Project Funder and Partners

This work has been supported by the Capabilities in Academic Policy Engagement (CAPE) project funded by Research England.

CAPE Capabilities in Academic Policy Engagement

The North East Local Enterprise Partnership (North East LEP) is a public, private and education sector partnership. They are one of thirty-eight LEPs in the country and are responsible for promoting and developing economic growth in the local authority areas of County Durham, Gateshead, Newcastle, North Tyneside, Northumberland, South Tyneside and Sunderland. The North East LEP develop a Strategic Economic Plan for these areas, which acts as a blueprint for the activities that need to take place to improve the economy of the region.

In the Career Benchmarks: Primary Pilot the North East LEP was supported by funding from the European Social Fund, EY Foundation and the Local Growth Fund.

NUSTEM is a STEM research and outreach group at Northumbria University in Newcastle working in sustained partnership with children, young people and teachers in over 30 schools in the North East. NUSTEM's vision is of a vibrant and sustainable STEM sector which meets the needs of learners and employers, reflecting the diversity of wider society. They believe that by supporting children, families and teachers to identify how their personal characteristics align with the characteristics of people that work in STEM, children will feel more confident that a career in STEM is for 'people like them'. Alongside this, NUSTEM shows the breadth and application of STEM in the world around us.

For the Careers in Initial Teacher Education feasibility study NUSTEM and the North East LEP were funded by the Careers and Enterprise Company.

North East Local Enterprise Partnership

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Appendix 1:

Research Methodology

Data for this report were commissioned from the UK based research app Teacher Tapp. Teacher Tapp is a daily survey app that asks over 7,000 teachers questions each day and reweights the results to make them representative. The responses analysed in this report were from primary school teachers in England, excluding those in private schools. Response rates for each question ranged from 1636 – 2173 teachers.

Commissioned questions asked during July 2022 were:

- Do you have a careers coordinator at your school?
- In your school, are any pupils targeted for career-related learning?
- This academic year, have any of these activities taken place at your school?
- How would you rate your knowledge to deliver effective career-related learning?
- What would be useful to you if you were creating a new structured careers learning programme at your school?
- Which of the following are desired outcomes of career-related learning for your pupils?
- What are the barriers to delivering career-related learning in your school?
- 'Secondary schools have a set of benchmarks to help them structure their career-related learning. Similar benchmarks would be helpful in primary schools'.

Additionally, we drew on three questions asked previously by Teacher Tapp in March 2020 and March 2021. These were:

- I feel equipped to advise young people on the diversity of careers available today
- To what extent do you agree that schools should help break down gender stereotypes relating to subjects and careers?
- Which, if any, efforts is your school undertaking to get more diverse groups of pupils interested in subjects and careers where they may be underrepresented (e.g. due to their gender, ethnicity or socioeconomic background)?

The data are analysed using a number of variables in this report:

School Region	East of England London Midlands North West South East South West Yorkshire and the North East
FSM Quartile*	Q1 (most affluent) Q2 Q3 Q4 (most deprived)
Key stage taught by teacher	EYFS/KS1 KS2

* Teacher Tapp split the demographic data about teachers' schools into four evenly sized groups (quartiles), based on the proportion of pupils eligible for FSM in each school. Q1 represents the most affluent quarter of schools and Q4 represents the most deprived quarter of schools in the survey.

Appendix 2.

Supporting Career Frameworks and Awards

CDI Career Development Framework

The CDI's Career Development Framework[20] identifies six skills (learning areas) that career development programmes and interventions should focus on.

The framework was updated in April 2021 to provide an all-age framework for children from the age of 4 and up.

These skills areas are:

- **Grow through life**: Grow throughout life by learning and reflecting on yourself, your background and your strengths.
- **Explore possibilities**: Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- **Manage career**: Manage your career actively, make the most of opportunities and learn from setbacks.
- **Create opportunities**: Create opportunities by being proactive and building positive relationships with others.
- **Balance life and work**: Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- **See the big picture**: See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

Quality in Careers Standard

The Quality in Careers Standard[21] is the national quality award for careers education, information, advice and guidance (CEIAG) in secondary schools, colleges and work-based learning.

In June 2021, following consultation with key stakeholders, the Quality in Careers Consortium agreed to endorse similar quality awards for primary schools.

There are now a number of awarding bodies that are offering a primary school careers education quality award.

In time this could potentially be developed to provide a national standard for Quality in Primary CRL.

Appendix 3.

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