



PRIMARY SCHOOLS

AND

CAREERS EDUCATION QUALITY AWARDS

The “National Endorsement Handbook”

for Licensed Awarding Bodies and primary schools in England

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1. PREFACE

NAHT (National Association of Head Teachers)

“In times of uncertainty and change, the need to inspire our next generation is more important than ever. The earlier young people’s aspirations are raised and broadened, the better. Good careers education, advice and guidance should create ‘lightbulb moments’ for young people, making the connection between their studies and the opportunities that await them outside school.

Whilst secondary school has traditionally been the phase for careers education to take place, the evidence shows that career aspirations vary very little between the ages of seven and seventeen.

This means it is essential to start early.

That’s why NAHT has put so much effort into the ‘Primary Futures’ programme, which brings volunteers from the world of work into schools, and why - as members of the Quality in Careers Consortium – we fully support the national Quality in Careers Standard which impacts positively upon students’ career-related learning in secondary schools, special schools and a number of middle schools.

High quality careers education, advice and guidance is essential for all pupils in all schools, and we are very pleased to be working within the Consortium on the potential impact it can have in the primary school sector too.”

Paul Whiteman, General Secretary of NAHT

NAHT is a professional association and trade union representing school leaders in every phase of education across the UK.

NAHT fully supports the National Endorsement of careers education quality awards for primary schools.

2. INTRODUCTION

2.1 The Quality in Careers Consortium (of which NAHT is a founding member), following the lead given by NAHT, has developed the “**National Endorsement**” process to recognise the importance of laying the foundations of *career development*¹ in the primary phase of education.

2.2 The Consortium² comprises leading organisations and experts in the fields of education and career guidance. It has established a strong network of Licensed Awarding Bodies that offer the national **Quality in Careers Standard** (for secondary schools, colleges and work-based learning providers).

2.3 Several Licensed Awarding Bodies have also established quality awards to promote and to reward careers education and support in the primary phase. Following consultations in 2020/21 with the Department for Education, the Careers and Enterprise Company, and Awarding Bodies for the Quality in Careers Standard, the Consortium has resolved to offer this scheme for National Endorsement of quality awards to recognise and celebrate excellence in children’s careers education and support in primary schools.

2.4 National Endorsement of a primary school careers education award by the Quality in Careers Consortium has a clear rationale and purpose:

- **to promote consistency between different Awarding Bodies in the quality criteria they use. This will improve public confidence in their primary school careers awards.**
- **to provide Awarding Bodies with objective confirmation that their approach is fit for purpose relative to the aims of careers education. This will improve schools’ confidence in their ability to continuously improve the quality of their careers education provision.**

2.5 National Endorsement also supports these important priorities:

- to improve synergy between primary school careers awards and the national Quality in Careers Standard. Secondary schools committed to the Quality in Careers Standard are already encouraged to liaise with their feeder primary schools on children’s career-related learning and development.
- to grow a community of practice of like-minded Awarding Bodies, schools and their external partners to promote continued innovation and creativity in approaches to

¹ Career development in the primary phase of education is the intentional promotion of the personal, economic, social and cultural development of children. Effective primary careers education and support will have a positive impact on children’s happiness and wellbeing, their progress in learning and their preparation for future opportunities and experiences in learning and work. For practical purposes, childhood here is defined as ages 3-14 corresponding to the early years and Key Stages 1-3. Awarding Bodies should make clear the age range that applies to the award(s) they offer. The Quality in Careers Consortium’s National Endorsement Criteria are applicable to primary, middle and some special schools. To simplify matters, the term ‘primary school’ is used in the text to refer to these different types of schools.

² A full list of Consortium’s member organisations and Licensed Awarding Bodies can be found at <https://www.qualityincareers.org.uk/the-consortium/> and <https://www.qualityincareers.org.uk/2019/09/01/licensed-awarding-bodies/>

pupils' careers education and support. Primary schools with the highest quality of careers education and support should be encouraged to become influencers in the education system.

- to strengthen the connections between the *careers education and support curriculum*³, and the whole curriculum; and to promote further recognition of the usefulness and value of this approach in educational policy-making at the national, local and school level.
- to improve public understanding of the benefits of starting careers education and support in the primary phase.

2.6 With an ever-increasing focus on careers and the importance of starting early, it is likely that more focus will be placed on developing careers education in the primary curriculum. Therefore, through the process of **National Endorsement**, the Consortium is seeking to ensure that a structure for improving quality, based upon existing good practice, is in place from the outset. This may in due course lead to the creation of a fully-fledged national standard (perhaps to be known as the "Quality in Careers Standard for primary schools") as practice develops. The Consortium and the DfE will keep this under review.

2.7 Providers of primary school careers education awards may now seek to become nationally endorsed by the Quality in Careers Consortium if the providing Awarding Body satisfies the Consortium's National Endorsement criteria set out in section 3 below.

2.8 Whilst the scheme is voluntary, the Consortium, with the support of the Department for Education, hopes that Awarding Bodies will wish to secure National Endorsement.

2.9 COVID-19 Cautionary Note

The COVID-19 situation is constantly changing.

The National Endorsement process will need to continue to evolve to reflect this.

The Consortium will, for example, need to recognise that Awarding Bodies will require flexibility in the approaches they use to gather and evaluate evidence from schools.

Depending upon the state of current advice to schools, some of the examples and suggestions in this handbook may not be appropriate for the moment.

³ See footnote 1 on 'career development in primary schools'

3. NATIONAL ENDORSEMENT CRITERIA

The National Endorsement Criteria for careers awards for primary schools are based upon three overarching questions:

- i. Is the careers award underpinned by a clear, coherent and comprehensive model of high-quality careers education and support? (3.1.1-3.1.5)*
- ii. Is the procedure for achieving the careers award explicit, straightforward and motivating for the school? (3.2.1-3.2.4)*
- iii. Is the Awarding Body's organisational infrastructure to support schools fit for purpose? (3.3.1-3.3.3)*

3.1. THE CAREERS EDUCATION AND SUPPORT MODEL: What the Quality in Careers Consortium requires in order to offer National Endorsement of an Awarding Body's careers award for primary schools.

3.1.1 The careers award presents primary schools with an effective model for developing an inspiring programme of careers education and support at individual, small group, class and school level.

Commentary

The model should cover all six domains of quality which are associated with ensuring quality in careers education and support⁴:

Policy, at the school or education system level, does not guarantee quality but a well-designed policy establishes the guiding principles and resourcing that can promote quality in careers education and support.

Organisation includes harnessing aspects of school development planning, leadership, curriculum and resource development, timetabling and stakeholder engagement to manage quality in careers education and support. The careers award, for example, should show primary schools how to embed careers education in the whole curriculum including the national curriculum and subjects and activities determined by the school. The Awarding Body should also emphasise the importance of making provision through personalised learning support and enrichment/co-curricular activities.

Process refers to the production of information and the delivery of teaching, learning and assessment activities related to careers education and support. The Awarding Body should direct schools to sources of information about best practice.

People involves supporting and developing the staff involved in careers education and support. Subject leads (e.g. for PSHE), co-ordinators (e.g. SENCO), class teachers and support staff (e.g. teaching assistants) all have a role in getting to know their children and taking an interest in their overall development as well as their progress in academic

⁴ Tristram Hooley & Suzanne Rice (2019) Ensuring quality in career guidance: a critical review, *British Journal of Guidance & Counselling*, 47:4, 472-486

learning. The Awarding Body's model should also focus on the pastoral aspects of the school's work and its contribution to helping children to build their network of support and to aspire and achieve.

Outcomes are the results of children's learning experiences. Improving the quality of learning outcomes for children should be a key priority of primary school careers awards, but Awarding Bodies also need to consider that assessing and validating learning outcomes from careers education and support is complex and problematic. Schools and Awarding Bodies should find the six learning areas in the CDI's new Career Development Framework (2021) helpful when designing, delivering and evaluating careers education and support activities <https://www.thecdi.net/New-Career-Development-Framework>⁵.

Users provide an important perspective on the quality of careers education and support. Children are principal users in the sense that they are actively involved in designing, delivering and giving feedback on the careers education and support provided. The careers award also needs to recognise that parents and carers, other learning providers and employers are secondary users in the sense that they are co-partners and have a stake in the school's careers education and support for children.

3.1.2 The Awarding Body emphasises the importance of the school completing an initial audit which informs the writing of a plan for achieving the award.

Commentary

Organisational self-assessment is fundamental to improving quality as it clarifies the school's starting point.

The award should emphasise the importance of doing an initial audit of provision and devising a plan to fill any gaps that have been identified, e.g. starting with the CEC's school self-assessment quiz (<https://primary-careers.careersandenterprise.co.uk/quiz>).

This needs to be shown to be an integral part of overall school improvement processes and not an extra.

Self-assessment that identifies areas for improvement, targets resource and training to improve should be the mainstay of strategic leadership (see also the 3.2.3 Commentary on manageability below).

⁵ Awarding Bodies should also be mindful that there is currently no national framework for primary careers education and support. The Career Development Institute and the PSHE Association have useful frameworks. The North-East Primary Benchmarks pilot is also seeking to create a framework for primary schools based on the Gatsby Benchmarks for 'Good Careers Guidance' in secondary schools and colleges. This means Awarding Bodies also need to be flexible in their approach to career-related learning outcomes in primary schools.

A related aspect to consider is access for schools to high-quality training for staff, as schools can only be as good or effective as the quality of their staff.

3.1.3 The careers award encourages primary schools to adopt exciting and stimulating approaches to careers education and support.

Commentary

The number of schools committing themselves to gain a careers award will grow if they perceive that children will find the activities enjoyable and worthwhile.

Enhancing motivation and engagement in careers education and support is important both for the children participating in the activities as well as for the staff facilitating them.

Careers awards should emphasise ways of creating powerful learning environments. Good primary school practice in careers education emphasises:

- *selecting and developing inspiring resources*
- *scaffolding children’s learning (building on what they know)*
- *re-visiting themes to take the learning deeper in a spiral curriculum*
- *active involvement of families*
- *meeting a range of people, e.g. older peers, apprentices, working people*
- *enquiry-based approaches that promote questioning and dialogue*
- *direct first-hand experiences that promote learning transfer, e.g. play, ‘make and do’ activities*
- *meaningful encounters with a range of different progression providers*
- *opportunities for review and reflection*
- *finishing a unit of work with a performance of understanding by the children.*

Personal support and guidance in primary schools is provided by class teachers and their assistants who regularly review children’s progress and give individual support. Intensive support is also provided by specialist staff as required.

Awarding Bodies should check that procedures are in place to review children’s career learning and dispositions, e.g. their confidence, self-efficacy beliefs, inner locus of control, aspirational capability, curiosity and ability to stand up to stereotyping and discrimination. Individual support should also be provided for gifted and talented children who are involved in intensive coaching and training.

3.1.4 The Awarding Body’s emphasise the importance of committed school leadership to enable the school to achieve the award and maintain continuous improvement.

Commentary

Primary schools may pursue an award for different reasons, e.g. to confirm and consolidate careers education as a curriculum strength, to gain public recognition for what

they do in this area, to rectify a current lack of attention to childhood career development or to harness the enthusiasm of innovative professionals on the staff. Whatever their motivation, primary schools first need to state their commitment to gaining and maintaining the award.

The award should emphasise that leadership is critical at all levels. Senior leaders and governors set the vision, policy and strategy for careers education and incorporate it into the school development/improvement plan. The primary careers leader (or equivalent postholder) manages the operational elements of the provision. Every class teacher is a teacher of careers and leads delivery in the classroom.

3.1.5 The Awarding Body requires schools to develop a strategy for training and developing staff responsible for delivering aspects of careers education and support.

Commentary

Initial and continuing professional development is important to enhance the expertise of staff and underpin continuous improvement in careers education and support. The Awarding Body needs to check that the school is meeting staff needs.

3.1.6 The careers award emphasises the importance of each school developing its careers education and support to meet the needs of its local community and the children who attend the school.

Commentary

Careers awards should encourage primary schools to make effective use of socio-economic data about their intake and attainment data to design careers education and support that can make a real difference to their children's lives.

Careers awards should also reinforce equality, diversity and inclusion in order to fulfil the requirements of the Equality Act 2010, including the public sector equality duty (PSED) set out in section 149 of the Equality Act 2010.

Careers education and support has a role to play in helping to raise the attainment of disadvantaged and vulnerable children and those with limited social and cultural capital. Careers awards should focus a school's attention on meeting the needs of individuals and groups such as:

- *children living in poverty*
- *children from ethnic minority backgrounds*
- *Gifted and talented children*
- *Children with special educational needs and disabilities*
- *Looked after children*
- *Young carers*

- *Refugees and asylum seekers.*

Careers awards should also emphasise to primary schools the value of giving children a voice in expressing their needs and wants - involving them in the delivery and evaluation of activities.

3.1.7 The careers award emphasises the need for primary schools to collaborate with local partners and stakeholders including parents/carers, education support services, local businesses and other education providers to deliver effective careers education and support.

Commentary

Awards should emphasise that parents/carers, as the main influences and support for their children, need to be actively involved in the delivery of the careers programme.

They should also stress the involvement both of national⁶ and local organisations and businesses in the planning and delivery of activities to help raise aspirations, broaden horizons and inspire children.

By encouraging schools to collaborate with other schools to which they are linked (e.g. in a “primary cluster” or a Multi-Academy Trust) innovation can be shared. Collaboration with their linked secondaries can improve continuity and progression in careers education and support.

3.1.8 The careers award requires primary schools to undertake regular and targeted evaluations of the impact of their careers education and support on children’s career development.

Commentary

Regular and targeted evaluation seeks answers to questions such as:

- *Is this activity/intervention working?*
- *Do we need to do anything differently?*
- *How are children benefiting?*
- *What shall we do next?*

Targeting refers to the school prioritising its efforts to get the best return on its investment of time and other resources in carrying out evaluation activities.

⁶ See e.g. The Careers and Enterprise Company <https://primary-careers.careersandenterprise.co.uk/> and Primary Futures <https://primaryfutures.org/>

The Awarding Body should be realistic in its expectations of what schools can do to measure the positive impact of careers education and support on children's career development given the complexity of the task.

It should also consider what is appropriate for children at this stage. Impact is not about children having a clearer idea of 'what they want to be' but having a broader understanding of themselves and the possibilities open to them. It is important to establish what each career-related learning activity wants to achieve (intent) before it is delivered (impact).

Approaches that are readily available to schools include everyday evaluation (e.g. in-lesson evaluation by children at the end of an activity), post-lesson evaluation, teachers' reflective diaries, focus groups of children, peer-to-peer observations by teachers, interviews, surveys and questionnaires and scrutiny of children's work.

Evaluations should seek to include evidence and input from parents/carers about the positive impact of any careers-related activities upon their children's career development.

3.2 THE AWARDING BODY'S PROCEDURES FOR ITS CAREERS AWARD: What the Quality in Careers Consortium requires in order to offer National Endorsement of a careers award for primary schools.

3.2.1 The Awarding Body's procedures are clearly explained, and good communication is maintained with the school.

Commentary

Schools need to understand all stages of the process for gaining an award and are supported with timely and helpful information about their progress.

The Awarding Body should provide a handbook or equivalent which contains essential documentation about the award and what constitutes quality in careers education and support.

The Awarding Body's documentation should also explain how its assessors will treat schools, children, parents/carers and others involved in the assessment and reporting process.

Awarding Bodies should make clear what communications schools can expect after they have initially gained the award to help them with maintaining their performance and preparing for reassessment. The reassessment procedures should also be readily available.

Schools should be provided with information about how their submission will be assessed and what to do if they want to contest the outcome.

3.2.2 The Awarding Body’s procedures for its primary school careers award are manageable for the school.

Commentary

The Awarding Body should provide clear guidance and support for schools on how to evidence quality without adding unnecessarily to the workload of school leaders and staff, e.g. by asking for evidence to be presented in a prescribed way.

3.3 THE ORGANISATIONAL INFRASTRUCTURE: What the Quality in Careers Consortium requires in order to offer National Endorsement of a careers award for primary schools.

3.3.1 The Awarding Body has arrangements in place to ensure that key staff have the up-to-date knowledge, resources and support they need to run its primary school careers award.

Commentary

Leaders, mentors, assessors and administrators need to be properly trained, equipped and supported to carry out their roles and develop their knowledge of the primary sector.

3.3.2 The Awarding Body has arrangements in place to evaluate its own performance.

Commentary

The Awarding Body should evaluate its own performance and take steps to rectify any deficiencies. The work of assessors, for example, is critical to the success of an award and systems should be put in place to moderate the judgements by assessors to improve consistency.

The Awarding Body should also make effective use of the recommendations of independent external professional advisers appointed by the Quality in Careers Consortium to support its award.

Awarding Bodies that engage with the Quality in Careers Consortium can also improve their practice by collaborating with other Awarding Bodies to develop an understanding of what constitutes quality in careers education and support at the primary stage.

4. THE NATIONAL ENDORSEMENT PROCEDURES

4.1 Organisations that have been authorised by the Quality in Careers Consortium to act as Licensed Awarding Bodies for the national Quality in Careers Standard (for secondary

schools, further education colleges and work-based learning providers) may also seek National Endorsement for their careers education awards for primary schools. The Consortium would also be ready to respond to new organisations seeking to offer a careers education award for primary schools.

4.2 National Endorsement would permit the Awarding Body to promote its careers education award for primary schools as ***“Nationally Endorsed by the Quality in Careers Consortium”***.

4.3 To secure National Endorsement, Awarding Bodies must satisfy the Consortium’s National Endorsement Criteria as set out in section 3 above.

4.4 The procedures which the Consortium would require Awarding Bodies to follow are these:

- 4.4.1 The Awarding Body should submit a written confirmation that it is *“committed to work towards National Endorsement for its careers education quality award for primary schools”*. The Consortium would make public this commitment on its website.
- 4.4.2 The Awarding Body should, in due course, submit a written application to the Consortium for National Endorsement setting out how it considers it meets the criteria set out in section 3 above.
- 4.4.3 The Consortium would then convene a National Endorsement Panel to meet with the Awarding Body to consider its application.
- 4.4.4 The Panel would reach its decision based upon the written application and the discussions at the Panel.
- 4.4.5 The Consortium would provide a written National Endorsement Report to the Awarding Body following the Panel.
- 4.4.6 Awarding Bodies securing National Endorsement would be authorised to promote their careers education quality award for primary schools as *“Nationally Endorsed by the Quality in Careers Consortium”*.
- 4.4.7 Where an Awarding Body were not to be successful in securing National Endorsement, the Consortium would provide the Awarding Body with explicit recommendations of actions to take to address deficiencies identified. The Awarding Body may then submit a reapplication which the Panel may reconsider. The decision of the Panel shall be final.
- 4.4.8 National Endorsement would be granted for a period of up to 3 years.
- 4.4.9 Awarding Bodies would be able to seek a further period of National Endorsement through reapplication which should be undertaken in similar terms as the initial application.
- 4.4.10 The Consortium Board will determine the fee structure for these procedures.

APPENDIX A – PRIMARY EDUCATION IN CAREERS POLICY SINCE 1987

- *Working Together for a Better Future* (DES/ED/Welsh Office, 1987) was an initiative to persuade primary and secondary schools, colleges, parents, business and community organisations, and careers services to work together to improve careers education and guidance. The government departments advised that “a member of staff in every primary school should be charged with making sure that all this is kept in view.”
- *Curriculum Matters 10: Careers Education and Guidance from 5 to 16* (DES, 1988) by Her Majesty’s Inspectorate emphasised that “In view of the range and diversity of activities which contribute to careers education in the years from 5 to 13, it is essential that all schools should identify the elements which contribute to careers education and guidance and make them explicit in their policy documents.”
- *Curriculum Guidance 6: Careers education and guidance* (National Curriculum Council, 1990) identified careers education and guidance as a cross-curricular theme and presented learning aims at Key Stages 1 and 2.
- *Looking Forward: Careers education and guidance in the curriculum* (School Curriculum and Assessment Authority, 1995) identified learning opportunities at Key Stages 1 and 2.
- *First Impressions: Career-related learning in primary schools* (DfES, 2001) offered guidance on how career-related learning can be planned into the curriculum, both to enhance the learning and achievement of children of this age, and to lay the foundations for careers education and guidance in Key Stages 3 and 4.
- The Milburn Reports (2009 on *Fair Access to the Professions*, 2009; *Fair Access to Professional Careers*, 2012) recommended that schools and colleges should have direct responsibility for providing information, advice and guidance, with a professional careers service located in every school and college – starting from primary age.
- The Government’s Key Stage 2 Pathfinder Pilot helped to raise children’s aspirations, extend their horizons and improve their understanding of careers (2011)
- The Government’s Advocate for Access to Education recommended that “Primary schools should as a minimum arrange for 10 and 11 year-olds a careers event or events where parents, family members and others come in to talk to pupils about their jobs and work and give pupils the opportunity to ask questions about how to obtain and qualify for them.” (*The Hughes Report*, 2011)
- The National Careers Council strongly supported the need for young people to learn about and be aware of occupations from an early age (*An Aspirational Nation: Creating a culture change in careers provision*, 2013)
- The Government’s Careers Strategy (DfE, 2017) outlined plans to test and evaluate new approaches including a £2 million programme to improve careers provision in challenging areas and building on employer engagement initiatives such as Primary Futures to “to understand what careers activities work well in primary schools”
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

APPENDIX B – CAREER LEARNING AND DEVELOPMENT IN CHILDHOOD: AN OVERVIEW OF THEORY AND RESEARCH

Occupational aspirations of children from primary school to teenage years across ethnic groups. Lucinda Platt, LSE and Samantha Parsons, CLS (2018)

This briefing, based on data from Next Steps and the Millennium Cohort Study, explores how occupational aspirations of girls and boys differ across ethnic groups and the extent to which these aspirations feed through into subsequent occupational outcomes.

https://cls.ucl.ac.uk/wp-content/uploads/2018/09/9948_CLS_Paper_Occupational_Aspirations_of_Children_WEB_FINAL.pdf

What works? Career-related learning in primary schools by Dr Elnaz Kashefpakdel, Jordan Rehill (Education and Employers) and Dr Deirdre Hughes OBE (DMH Associates) Careers & Enterprise Company, 2018.

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1145_what_works_primary_v7_digital.pdf

The Careers & Enterprise Company has developed a school self-assessment quiz based on the key lessons from the *What works?* report and the complementary Skills Builder essential principles. This short 15-minute quiz will enable the school to reflect on what happens to challenge stereotypes and broaden horizons. At the end, the school will get some examples of where things are going well and a suggested starting point for making improvements that can be explored further with staff.

<https://primary-careers.careersandenterprise.co.uk/quiz>

Drawing the Future, a survey of 20,000 primary school children by Education and Employers (2018) found that:

- The patterns of jobs chosen by seven-year-olds mirror those selected by 17-year olds
- Gender stereotyping about jobs is set from a young age
- Family, TV, radio and film have the biggest influence on children's choices
- There is a need for greater access to career role models from a young age
- Children's career aspirations have little in common with projected workforce needs, which could have serious implications for the UK's economy
- Children in some developing countries often aspire to more professional jobs than those in some affluent countries

<https://www.educationandemployers.org/wp-content/uploads/2018/01/DrawingTheFuture.pdf>

Primary Futures: Connecting life and learning in UK primary education. Mann, A., Kashefpakdel, E.T., & Iredale, S. (2017). London: Education and Employers

<https://www.educationandemployers.org/wp-content/uploads/2017/05/Primary-Futures-research-essay-2017-Mann-Kashefpakdel-Iredale.pdf>

Gatsby Careers Benchmarks primary school pilot programme (2018 – ongoing)

The North-East Local Enterprise Partnership (LEP) has teamed up with The EY Foundation to run the “Careers Benchmarks: Primary Pilot”. It involves working with 70 primary schools from across the North-East LEP area to build careers aspiration and inspiration from an early age.

Key Stage 2 Career Related Learning Pathfinder Evaluation David Teeman, Pauline Wade, Palak Mehta, David Sims, Karen White, Caroline Bergeron (NFER, 2011)

The career-related learning pathfinder was a pilot programme that took place in seven Local Authorities (LAs) in 2010 with Key Stage 2 pupils. The main aims of the pathfinder were to: increase pupils’ awareness of career/work opportunities; increase their understanding of the link between education, qualifications and work opportunities; reduce gender-specific career/role stereotypes and engage parents/carers in the process.

Key findings:

- Pupils showed increased awareness, knowledge and understanding of types of employment and pathways to get there
- The Pathfinder helped to raise pupils’ aspirations for the future and extend their horizons about what they could do in the future
- Pupils showed an increased understanding of the link between education, qualifications and careers and a more positive attitude towards school and education
- Pupils showed a greater decrease in stereotypical thinking and greater improvements in their perceptions of the effectiveness of career-related learning in their school than comparison pupils
- All case-study schools had attempted to engage parents/carers in the Pathfinder, but few had been successful in achieving this
- Pupils showed improved skills (including teamwork and independence) and increased understanding of different sources of help/advice about making choices
- Pupils showed increased self-confidence and reduced concerns, especially around transition to secondary school
- Pupils eligible for free school meals (FSM) showed a greater improvement in confidence than all otherwise similar pupils
- Schools reported improved attendance and attainment with a perception in some schools that this had helped to improve SATs results.

<https://www.nfer.ac.uk/key-stage-2-career-related-learning-pathfinder-evaluation/>

Do Primary school children’s career aspirations matter? The relationship between family poverty, career aspirations, and emotional and behavioural problems. Eirini Flouri and Constantina Panourgia (2012). Centre for Longitudinal Studies is an ESRC Resource Centre based at the Institute of Education, University of London

Flouri and Panourgia showed that career aspirations at age 7 do matter and provide valuable insights into children’s emotional states and their ability to overcome difficult family circumstances. They believe that low aspirations are associated with a lack of

resilience, e.g. low self-efficacy and a sense of hope. They also found that children’s knowledge of the world of work is poor. Three-quarters of the seven-year-olds said they wanted to do one of these twelve jobs: teacher, scientist, hairdresser, sports player, firefighter, police officer, artist, actor/entertainer, animal carer, vet, doctor and builder.
<https://cls.ucl.ac.uk/wp-content/uploads/2017/04/CLS-WP-20125-.pdf>

‘Children’s Conceptions of Career Choice and Attainment: Model Development’. Howard K.A.S. & Walsh M.E. (2011) *Journal of Career Development*, 38(3) 256-271
 Howard and Walsh identified three main stages in children’s and young people’s career thinking:

Age 4-7	<p>Magical, association-based thinking</p> <ul style="list-style-type: none"> • Children use their imaginations to explore their career dreams • They are attracted to things that are big and powerful • They think that careers just happen by putting on the clothes, etc.
Age 7-14	<p>Concrete, linear, sequence-based thinking</p> <ul style="list-style-type: none"> • They understand career choice and attainment as a sequential process, e.g. you have an interest, you match your interests to jobs, you consider what you’re good at, you make a choice, etc. • They think about it as automatic and inevitable • They are often strongly influenced by gender appropriateness
Age 14 upwards	<p>Complex, multi-dimensional, interaction-based thinking</p> <ul style="list-style-type: none"> • They recognise the interaction between personal attributes and environmental influences • They are adaptable • They use systems thinking to make sense of choosing and securing a career.

Linda Gottfredson (1981) identified four stages in children’s career development:

- Orientation to size and power – (age 3 -5) Children become aware that adults have roles in the world.
- Orientation to sex roles – (age 6-8) Children recognise job roles and assign them to particular sexes. The process of circumscription (eliminating or ruling out particular jobs) starts
- Orientation to social valuation/prestige – (age 9-13) Children begin to classify jobs in terms of social status. They link the effort they are prepared to make to the limits on their aspirations
- Orientation to internal, unique self – (14+) As children move towards adulthood they begin to compromise – interest goes first, then prestige, then sex type.

Gottfredson, L. S. (2005). [‘Using Gottfredson's theory of circumscription and compromise in career guidance and counseling.’](#) In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 71-100). New York: Wiley.

APPENDIX C – RESOURCES**C1: Information for primary schools****Careers and Work**

A career is the story of a person's experience of work throughout the course of their lives. Individuals can tell their own career story in different ways and at different times for specific purposes. People's career stories can also be told by others. This is what makes careers so fascinating to understand.

'Work', in this definition of career, refers to more than just paid employment or self-employment. During their lives, people perform different kinds of work related to the roles they have at the time such as work in the home (e.g. as a child, parent, homemaker), gift work (e.g. as a volunteer, charity worker, activist), learning (e.g. as a student, trainee) and work in the economy (e.g. as an apprentice, employee, employer).

The advantage of looking at work in the broadest way possible is that it stimulates children to think about their future wellbeing, life-work balance and how work is changing. It also validates the career experiences of children who may never work in the formal economy.

Careers Education and Discovery

Careers education in the primary years is about 'discovering' and 'experiencing', e.g.:

- *Who am I and who could I possibly become?*
- *What am I good at?*
- *Can people like me do that?*
- *Who can help me?*
- *Why are co-operation and teamwork important?*
- *What is it like doing a job like that?*
- *How is the world of work changing?*

Discovering and experiencing should be exciting. Primary schools can:

- Create a strong brand identity for their careers activities
- Plan celebratory events (e.g. reinforce class activities with assemblies and displays for Careers Week)
- Build in rewards as children progress through the different learning activities, e.g. downloadable flash objects/avatars, printable stickers, digital badges and certificates
- Make it learner-led to build engagement and promote self-efficacy, e.g. consult children about the direction they want to take their learning

- Finish a topic or unit of work with what Perkins (1998) calls a ‘performance of understanding’ which can be used as part of the teachers’ formative assessment (e.g. a special assembly for parents/carers and other children).

Areas of early career learning and development

1. Understanding careers and exploring possibilities

Explanation

This area of learning relates to children making the connection between investing in their own learning (at school and lifelong) and gaining qualifications that provide access to future opportunities. It is also about identifying and challenging stereotyping, raising aspirations and broadening horizons, and seeking out and making the most of opportunities.

Children need to experience creating their own opportunities as well. Exploring possibilities is about keeping options open – the question ‘Do you know what you want to be when you grow up?’ needs to be used sparingly!

Examples of activities

(all of which have clear links to “Primary Futures” <https://primaryfutures.org/>)

Topics such as ‘People who help us’, ‘People who work at night’, ‘Jobs of the future’, ‘people who work with animals’, ‘a typical day for my mum/dad’, ‘Work clothes’, ‘Jobs at School’, ‘Jobs in our local area’

‘Meet and visit’ events, e.g. mini careers fair (using parents as a resource), university and workplace visits

Mini-enterprise activities

Looking at photographs and video clips, e.g. responding to images of child labour

Investigating job families or occupational clusters, e.g. ‘jobs in construction’, ‘jobs in engineering’, ‘jobs in hairdressing, beauty and wellbeing’

Discussion (using dialogic learning approaches) of ‘big picture’ issues in careers and work, e.g. changing career patterns and structures, AI and robotics, sustainable living and working.

2. Growing and developing

Explanation

This area of learning relates to children’s understanding of themselves and how they are changing. Well-developed personal, social and health knowledge, skills and behaviours equip children for success at school and in their careers beyond school.

Activities that are particularly beneficial focus on cultivating (among others) optimism, hope, mindfulness, wellbeing, persistence, resilience, self-esteem, self-efficacy and self-regulation.

Examples of activities

Card sorts (feelings, interests, values)

Circle time

Role plays (e.g. converting an area of the classroom into a police station, railway station, medical centre)
 Puppetry
 Toy theatre
 Creating jobs for children in school, e.g. assembly assistants, eco assistants, library assistants, head of house, peer mentors, peer mediators, school council representatives, peer mediators, school magazine editors, careers ambassador
 Growth Mindset activities (see for example <https://www.bbc.co.uk/cbeebies/grownups/help-your-child-try-new-things#:~:text=They%20tend%20to%20be%20children,children%20more%20resilient%20of%20life.>)

3. Getting support

Explanation

This area of learning relates to children recognising influences on them and learning how to build personal networks of support (family, friends, teachers).

It is important for children to surround themselves with people who believe in them and want to be there for them.

It is also about helping children to raise their aspirations, broaden their horizons, recognise and challenge stereotyping, and deal with disappointments and setbacks.

It is equally important for children to recognise those relationships and circumstances that are harmful and unsupportive in terms of their futures. This would, of course, need to be handled with great sensitivity, but could link well with areas such as PSHE (see also section 4 below).

Examples of activities

Draw a diagram of their network of support.

Have a peer mentor or 'buddy'.

Children work with interested and trusted adults on implementing an initiative or an idea they have had, e.g. organising a pet show to raise money for an animal charity

4. Making the most of opportunities and moving on

Explanation

This area of learning relates to learning how to spot opportunities, make better choices and decisions, convert these into realistic goals and plans, and face transitions with confidence, e.g. to prepare for moving to secondary school.

Examples of activities

Volunteering in school and outside

'Taster' visits to secondary schools

Keeping a portfolio or diary for reflection, e.g. "How I felt when I started school, when I moved from the infants to the juniors", "how I feel about going to secondary school"

Embedding careers education in the curriculum

Careers education is the intentional promotion of the personal, economic, social and cultural learning and development of children. It aims to have a positive impact on their wellbeing, their progress in learning and work and their preparedness for change. This definition resonates strongly with the statutory aims of the school curriculum:

Every state-funded school must offer a curriculum that is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

(<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>).

The rationale for embedding careers education in the curriculum is that it provides:

- real-life contexts and examples to motivate, engage, inspire and make the content of subjects more accessible – the bigger picture beyond the mechanical learning of tasks
- relevance – to explain the role of subjects in facilitating their participation in society and the economy
- a medium for developing the knowledge, skills and behaviours that are important for success in all subjects, e.g. confidence, control, fluency, adaptability, persistence, curiosity, teamwork.

Embedding careers education in subjects, topics and activities of the wider school curriculum involves harnessing the naturally occurring links between careers and subjects and recognising that many schools are already doing a lot of careers education with their children without having realised it before!

Decision-making, for example, takes place in many subject settings.

Encouraging children to discuss how they make their decisions turns decision-making into a transferable skill for careers or any other context.

Some examples of integrating careers education in subjects are given below.

English (core subject)	A core subject is one that is key to all-round success and confidence. Speaking, reading, writing, vocabulary and drama facilitate the development of life skills such as self-presentation, communication and the articulation and exploration of ideas. Teachers can further the development of children’s career learning with well-chosen poems, stories and information which give insights into work, lifestyles and behaviour.
Maths (core subject)	Numeracy, mathematical reasoning, problem-solving and data analysis are functional skills required for work and everyday life, and mathematical reasoning are functional skills at work. Teachers can further the development of children’s career learning with activities

	that give insights into personal money management, using maths at work and understanding employment issues, e.g. unequal pay, unemployment, the gig economy, decent work.
History (foundation subject)	Historical enquiry is about asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement. These skills help children to think about the changing nature of work and the significance of historical events, people and places related to working lives.
Geography (foundation subject)	Knowledge about diverse places, people, resources and natural and human environments provides insights into careers and work, e.g. labour markets, sectors of the economy.
Foreign language (foundation subject at KS2)	Modern languages help children value diversity in their own country and abroad. Learning a language opens up the possibility of living, learning and working in other countries as well as using their language skills as part of a job.
RE (required subject)	RE helps children to understand the vocational and spiritual aspects of a career and to investigate their own beliefs, values and attitudes concerning work as well as important ideas about work in the main religions. It also helps children to understand that having a career is not only about promoting their own wellbeing but contributing to the wellbeing of others through the work they choose to do.
PSHE (non-statutory subject)	Schools should offer PSHE as a non-statutory subject. The careers and work-related dimension of many of the important topics in PSHE can be easily highlighted, e.g. rights and responsibilities (e.g. not to be stereotyped and not to stereotype others), bullying, assertiveness, keeping healthy.
Science (core subject) and STEM	Scientific enquiry skills include questioning, testing, analysing, explaining and predicting. Children can learn about how these skills are used in working life. Humanising science (i.e. focusing on people who work in scientific fields) can increase children’s interest in science as long as a diverse range of role models is presented (i.e. not just the ‘greats’ in science from the nineteenth century!). The STEM industries (Science, Technology, Engineering and Maths) are a vitally important sector of modern economies.
Design and technology (foundation subject)	Design and Technology introduces children to a wide range of opportunities in inventing, creating, making, repairing, manufacturing and production. Its core skills (e.g. meeting needs, finding solutions, resourcefulness, and testing and evaluating) have wide application in everyday life and work.

Computing (foundation subject)	Computing introduces children to programming, computational thinking and creativity, and digital literacy. These skills are becoming increasingly important with the growth of online activity (e.g. e-gaming) and virtual working. AI and robotics will replace some human activity but humans working in tandem with such technology will transform the future world of work.
Art and design (foundation subject)	The creative industries are a major sector of the economy. Children need opportunities to explore the wide range of possibilities in the sector, e.g. by working with visiting artists. Art and Design is a vital form of expression for communicating different ideas about careers and work, e.g. the dignity but also the exploitation of labour.
Music (foundation subject)	Developing children’s musical language and creativity opens the doors to a wide range of work and leisure opportunities. Songs about working life (e.g. marching songs, work songs sung by slaves in the American South) provide insights into work motivation and resilience.
Physical Education (foundation subject)	The physical education curriculum is designed to inspire all children to succeed and excel in competitive sport and other physically demanding activities. It also provides opportunities for children to maintain their health and fitness. PE enables children to understand the importance of teamwork and ethical behaviour (e.g. values such as fairness and respect). Links with physical health and positive mental health and wellbeing, together with the improved ability to manage setbacks and experience success can be highlighted too.

Career learning frameworks

Career learning frameworks focus on what children should know, understand and be able to do from the learning activities in which they have participated. They can be used by schools for:

Needs analysis	Which learning outcomes are priorities for our children?
Entitlement	What can children expect?
Audit	How well does our current provision deliver the outcomes in the framework?
Curriculum planning and development	What should we include in our schemes of work?
Assessment	How well are our children doing? What impact are we having?
Review of resources and partnerships	Are we making the best use of our resources and partners? Where are the gaps?
Evaluation and quality	Is what we are doing worthwhile? How good is it?

Primary school careers frameworks have already been developed by some of the Awarding Bodies for the Quality in Careers Standard.

The following organisations have also developed frameworks for primary schools:

The Career Development Institute	A new “career development framework” was launched in April 2021. It replaced the <i>CDI Framework for careers, employability and enterprise education 7-19</i> (2020). It provides useful ideas and resources. https://www.thecdi.net/New-Career-Development-Framework
London Ambitions	A checklist and practical tool for teachers – the <i>London Ambitions Careers Curriculum</i> (2016) proposes a set of learning outcomes for KS2 https://www.london.gov.uk/sites/default/files/london_ambitions_careers_curriculum.pdf
PSHE Association	The <i>Programme of Study for PSHE Education (Key Stages 1-5)</i> was revised in July 2020 https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935 . Elements of careers education are covered under Core Theme 3: Living in the Wider World.
North-East Primary Benchmarks Pilot	The North-East Primary Benchmarks Pilot is also developing a further potential framework https://www.northeastambition.co.uk/
Skills Builder Partnership	https://www.skillsbuilder.org/

C2: Professional and classroom materials

Primary Careers Resources Platform

The platform includes resources, case studies, news and information about why careers education is important and what works.

<https://primary-careers.careersandenterprise.co.uk/>

Primary Futures

Primary Futures enables schools to connect with interesting volunteers from the world of work quickly and easily, revolutionising how children get insights and inspiration about the world of work and their futures.

<https://primaryfutures.org/>

Primary Futures: A guide for primary school leaders on working with employers and volunteers <http://www.educationandemployers.org/wp-content/uploads/2014/10/Primary-Futures-Guide.pdf>

The Panjango Resource Bank (£) offers dozens of interactive teaching resources including an online careers game to bring learning to life and connect it with the real world.

https://gumroad.com/l/pan-sub/early-adopter/?utm_source=sendfox&utm_medium=email&utm_campaign=lets-transform-the-way-young-people-learn

LOUD! Network

The PSHE Association has worked with the LOUD! Network to produce new KS2 lessons on 'job skills and 'influences and goals'.

These materials are free to download from The Primary Careers Resources Platform.

<https://primary-careers.careersandenterprise.co.uk/resources/linking-career-related-learning-pshe>

Careers Planet

Careers Planet (£) has space-themed lesson plans and games in which children become astronauts and voyage to a make-believe galaxy to discover 23 Careers Planets and the jobs that exist on them.

<http://www.adviza.org.uk/products/careers-planet>

Equal Choices, Equal Chances (Equality and Human Rights Commission, 2012)

Lesson plans and video.

<https://www.equalityhumanrights.com/en/primary-education-resources>

Paws in Jobland

In Paws in Jobland (£) children can explore 21 job areas and find out about 118 jobs.

<http://paws.cascaid.co.uk/>

First Jed

First Jed (£) for primary and special needs has a world of work map, information on jobs and quiz questions

https://www.careersoft.co.uk/Products/Job_Explorer_Database/First_Jed.aspx

Make it Real Game

On CD-ROM (£) for upper KS2. Children learn by experience, mostly in small groups, in a simulated community. They assume life/work roles and work together in their roles functioning as working people in their community.

<http://www.realgame.co.uk/content/1144583073.221/>

New Horizons (ASDAN)

New Horizons (£) is an activity-based curriculum resource that supports the delivery of PSHE, citizenship and careers education for 9-13-year-olds with special educational needs. The activities also offer an opportunity to develop communication and numeracy skills in a life skills setting.

http://www.asdan.org.uk/Award_Programmes/New_Horizons

CareersCraft and Careers City

Careers Wales has developed two new resources for primary schools.

Targeted at children aged between eight and 13, CareersCraft is a new Minecraft world designed to help encourage players to learn more about work opportunities and the world of work as well as their own strengths and interests.

<https://careerswales.gov.wales/plan-your-career/careers-wales-education-resources/careerscraft-on-minecraft>

Careers City is a KS2 resource. The main learning tool centres around the 'Discovery Map' which features buildings within 'Careers City' that represent key sectors of industry, such as shops to represent retail jobs, a recycling centre to demonstrate roles in energy and environment and a futuristic hub to feature jobs in life sciences.

<https://hwb.gov.wales/repository/publishers/53ec1adb-6ec7-4773-a59e-9e4d57e282b3/resource/e261d08e-a589-4e3a-9d04-3d1fееea9473/en>

Video libraries

BBC Class Clips <https://www.bbc.co.uk/bitesize/topics/zhkk7ty/resources/1>

'Careersbox' – careers films on the web <https://www.careersbox.co.uk/>

'Icould' – careers videos <http://icould.com/>

Further reading for teachers

Career Exploration and Development in Childhood Ed. M. McMahon and M. Watson (Routledge, 2016)

Opening Doors – A framework for developing career-related learning in primary and middle schools. Bill Law and Barbara McGowan (CRAC/NICEC, 1998).

What works? Career-related learning in primary schools By Dr Elnaz Kashefpakdel, Jordan Rehill (Education and Employers) and Dr Deirdre Hughes OBE (DMH Associates) (CEC, 2018)

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1145_what_works_primary_v7_digital.pdf

C3: Case Studies (with acknowledgements to Hull & East Yorkshire LEP - formerly Humber LEP - and C+K Careers)

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CEIAG Case Study: Healing Primary School

Healing Primary School is a larger than average-sized primary located in North-East Lincolnshire, just west of Grimsby. In 2014 the school became an academy and is now part of the Healing Multi-Academy Trust. The school motto “*Enjoying today; preparing for tomorrow*” reflects their recognition that careers related learning is an important opportunity for pupils to be exposed to a wide range of experiences, knowledge and skills from the world of work. The latest Ofsted report (2017) highlights Behaviour and Personal Development as Outstanding and excellent links with local industry are cited.

Career Education, Information, Advice and Guidance (CEIAG)

Healing Primary was awarded the Careers Education Award in April 2020 (accredited by the then-named Humber LEP in association with C & K Careers) and the Careers Assessor was impressed by the wealth of curricular and extra-curricular activities used to enhance career learning as well as the school’s excellent engagement with employers and commendable whole school approach.

The Skills Builder project in particular is used extensively and effectively to highlight pupils’ skills and assess and record outcomes linked to employability and personal development. Teachers focus on 8 key Skills: Aiming High, Creativity, Listening, Leadership, Presenting, Problem Solving, Teamwork and Staying Positive. Projects within this link creatively to different job sectors, for example, being part of a mock trial, establishing a new society on the moon and curating a gallery of artwork. This is complemented by PSHCE lessons, SMSC (spiritual, moral, social and cultural development), links to careers across the curriculum and various trips and activities.

STEM activity is excellent with a variety of visits, visiting speakers and projects in partnership with employers. For example, there is a close relationship with local firm Catch who have worked with the school on the Goblin car project for over 3 years and various employers sponsor the school to take part.

There is a dedicated Enterprise Week each November where pupils are off timetable and take part in a variety of activities including planning a Christmas Market.

Healing Primary has been part of the Children’s University since 2016. As part of this, children log at least 30 hours of learning outside of the classroom (sports, museums etc) and ‘graduate’ with an award, certificate, diploma or degree. There is an excellent outdoor space dedicated to careers learning which includes a construction area and airport role play section.

Measuring the impact

Evaluation is thorough: The programme is evaluated using various methods including Learning Walks, assemblies, via lessons, and interviews with pupils, staff, parents and visitors. There is also a pupil council consisting of learners from different year groups and this is used to gather pupil voice around various topics including careers.

Career-related learning is clearly embedded in SMSC schemes of work as evidenced by a logbook of lessons and learning outcomes. Evidence showed that activities are well-tailored to suit the individual needs of pupils and that learners’ knowledge of careers and options had improved throughout the duration of the project. Skills development was clearly evident via the focus group with pupils citing their strengths and what skills they had gained via different projects. Skills levels are explicitly measured as part of the Skills Builder project and there was a marked increase across all year groups between 2019-2020.

CEIAG Quality

The Careers Leader has the full backing of the senior leadership team and Governors to continuously evaluate and develop the programme. The assessor commented that Careers is not just a bolt-on activity but is woven throughout schemes of work to enhance and ‘*to bring the curriculum alive.*’

The quality of the programme delivered is excellent due to the thorough planning and analysis of stakeholder feedback. Transition activities are outstanding with a range of activities taking place in partnership with local secondaries and result in improved confidence from learners in taking their next steps in education.

Having achieved the **Careers Education Award in 2020**, awarded by the then-named Humber LEP in partnership with C&K Careers, Healing Primary is keen to continue developing its CEIAG provision and building on its innovative practice.

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CEIAG Case Study: Ormiston South Parade Academy

Ormiston South Parade Academy is a larger than average primary school in Grimsby with 565 pupils on roll, approximately 15% of whom are EAL (English as an additional language), 14.5% SEND and 43% Pupil Premium. Pupils are from several cultural and ethnic backgrounds, and 17 languages are spoken.

The school's vision is to:

- **'Educate'** to achieve personal success.
- **'Nurture'** everyone's uniqueness and special gifts.
- **'Value'** everyone's diversity.
- **'Develop'** everyone to their full potential and create well-rounded responsible individuals.

Career Education, Information, Advice and Guidance (CEIAG)

Ormiston South Parade School demonstrates an imaginative and effective CEIAG programme. Pupils receive excellent preparation for transition (both from year to year and as they move on to secondary education). CEIAG is delivered via PSHE, the Enrichment Programme, subject lessons and themed assemblies - covering subjects such as stereotyping, careers related to subject areas and jobs identified as of interest by pupils. The programme is engaging to pupils and includes excellent features such as the Key Stage 1 "Dream Career Challenge" and "Alphabet Career Challenge".

There are many activities to raise aspirations and promote social mobility, including trips to universities, workplaces and colleges, themed assemblies on higher education, and visiting speakers from different professions. Pupils interviewed by the Quality in Careers assessor demonstrated an excellent understanding of the range of opportunities open to them and demonstrated the attitude that "we can be whatever we wish".

Employability skills are developed via lessons, workplace visits, and processes within the school to recruit "playground friends", prefects and members of the CEIAG Steering Group. STEM activities are much in evidence - an observed biology lesson featured the role of a botanist.

Measuring the impact

CEIAG provision has been measured against the Gatsby Benchmarks and the CDI Framework's learning outcomes. A Year 6 Baseline questionnaire has also been used to carry out a knowledge audit of pupils and to build upon this with relevant activities. These all form the basis of meetings between the Careers Leader and SLT to review the programme and inform the school's annual action plan which in turn identifies targets and impact measures for CEIAG.

Teachers delivering the programme have the opportunity to identify pupils' careers learning across the curriculum through each year's "Big Book" and use of a blue stamp to identify where careers learning is taking place. This process allows the Careers Leader to identify the effectiveness of each unit and make amendments, as necessary.

CEIAG Quality

The programme is thoroughly evaluated via various methods. Pupils have a good opportunity to comment on the programme through termly careers questionnaires and through the CEIAG steering group (which comprises Year 5 and Year 6 pupils). Pupils' annual aspirations survey and career interest lists enable the school to analyse pupils' knowledge, understanding and aspiration.

Questionnaires are also distributed to parents, seeking their comments and themed sessions have been offered in response to these (e.g. on options). Employers and external speakers also feedback formally, and responses have been extremely positive.

CPD sessions on new developments, activities and resources are delivered by the Careers Leader through the school's bi-weekly staff briefings, and this is backed by high quality, comprehensive information and resources within the staff shared area.

Observation of STEM and Careers sessions during the assessment confirms that teaching and support staff are well prepared and equipped with the background information to deliver excellent and engaging lessons.

In recognition of their excellent work, Ormiston South Parade School achieved the **Careers Education Award** in May 2020 awarded by the then-named Humber LEP in partnership with C&K Careers.

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