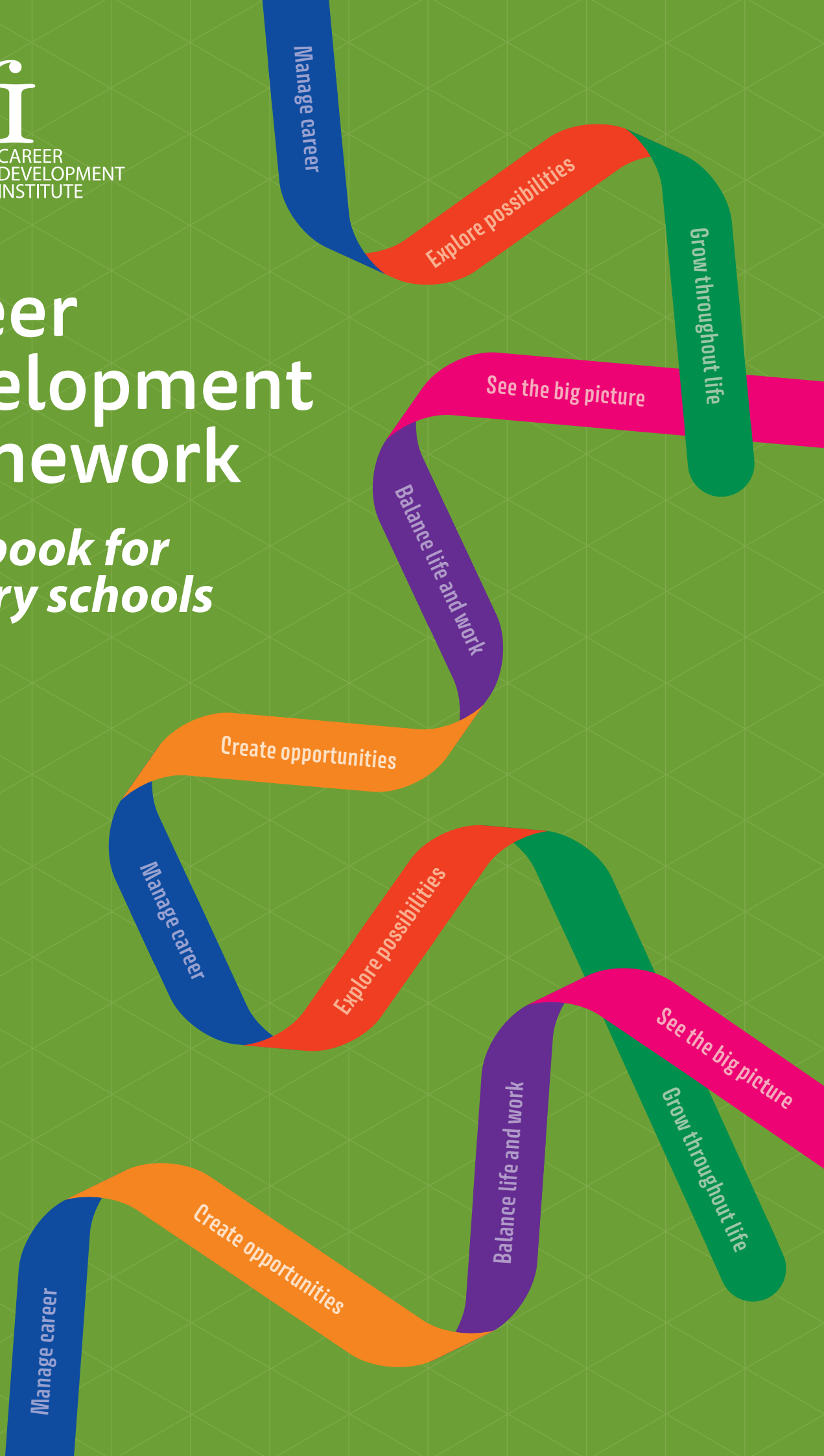
CDI
CAREER DEVELOPMENT INSTITUTE

Career Development Framework

Handbook for primary schools





Introduction



Facilitating positive careers

The Career Development Institute (CDI) has created a new framework identifying six areas of learning that facilitate positive careers and lifelong career development. Ideas about what constitutes a positive career will differ, but for many people it is likely to include:

- gaining personal autonomy
- making choices and managing their progress in learning, leisure and work
- realising their aspirations
- experiencing personal, social and economic wellbeing
- contributing to the wellbeing of others through the work that they do.

Career-related learning begins at a very early age. Children absorb ideas about careers from many sources including the work that they see in the home, the stories they read and the games that they play. Primary schools have a key role in ensuring that the more formal aspects of this learning provide opportunities for personal growth, enjoyment and challenge. In creating their curriculum plans, schools need to consider how they can best help all of their children to have a positive career in their lives ahead of them. The career development framework will enable primary schools to design learning and teaching activities that focus on:

- ***personal agency*** – helping children to become enterprising, optimistic, adaptable and resilient
- ***knowledge and skill development*** – helping children to gain the knowledge, skills and attitudes they will need to get and keep fulfilling work
- ***learner voice*** – giving children a say in their own personal development so that they stay motivated and engaged
- ***good work*** – helping children to recognise and aspire to decent work
- ***sustainability*** – helping children to understand that positive careers need to be based on sustainable living and working
- ***social justice*** – helping children to recognise and tackle the barriers to fair and equal treatment, including challenging stereotyping and discrimination

The sections of the handbook

This handbook is in five sections:

- *The importance of career-related learning in primary schools* explains how learners from 3-11 will benefit from personal development activities and experiences
- *Learning areas and aims in the Career Development Framework* introduces the new framework and its relevance within the existing primary curriculum
- *Leading and managing career-related learning in the curriculum* focuses on continuous improvement and quality
- *The Career Development Framework in action* gives examples of learning outcomes, curriculum activities and resources for Early Years, Key Stage 1 and Key Stage 2 linked to each of the six areas in the Career Development Framework
- *Sources of further information* points schools towards reliable and up-to-date information about policy developments, research and practice.

Background to the new framework

The *CDI Career Development Framework* was launched in April 2021. It aims to promote positive careers and career development throughout life.

This new framework replaces the *Framework for Careers, Employability and Enterprise Education 7-19* (2013, revised 2018 and 2020) and is the outcome of an extensive research and consultation exercise led by Professor Tristram Hooley (https://www.thecdi.net/write/CDI_89-Framework-Redeveloping_the_CDI_Framework-web.pdf).

The *Career Development Framework Handbook: KS3, KS4 and Post 16* was published in June 2021 (https://www.thecdi.net/write/Framework/CDI_107-Framework_Handbook-web_Updated.pdf). It is part of a suite of resources for secondary schools and colleges available on the CDI website (https://www.thecdi.net/New-Career-Development-Framework).

This primary handbook complements the secondary handbook. Taken together, they will help school leaders and staff to ensure continuity in career-related learning across the primary-secondary transition.

Further resources for primary schools will be uploaded on the Career Development Institute website as they are produced.

Acknowledgements

This handbook was written by Janet Colledge from Outstanding Careers and John Ambrose from Complete-Careers LLP. The publication was coordinated and edited by Kath Wright and Anthony Barnes of the CDI with support from the CDI Community of Interest Group for Careers Education.

The CDI would like to thank all those who provided advice and practical examples, especially:

Gary Longden
Independent consultant

Rachel Green
The Careers & Enterprise Company

Rob Williams
NAHT

Phil Graham and Louise Liddle
North East Local Enterprise Partnership

Sian Gresswell and Rachel Mackenzie
Greenwood Academy Trust

Sian Bentley
Queensmead Academy

Chrissie Barrington
Hazel Leys Academy
and Kingswood Primary Academy

Kate Sutton
Burlington Junior School

Sara Fletcher
East Riding of Yorkshire Council

Carol May
Danesholme Infant Academy

> ***"Career-related learning in primary schools is about broadening pupils' horizons, challenging stereotypes and helping them develop the skills and sense of self that will enable them to reach their full potential."***
>
> **The Careers & Enterprise Company**

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1 The importance of career-related learning in primary schools

What is career-related learning in primary schools?

The idea of career development in primary schools is easily misunderstood especially when looked at through the lens of secondary-school careers education programmes. Learning for career development in primary schools is an essential foundation for what happens later but it is also qualitatively different.

Learners in secondary education need to make important choices of where, how and what to learn as they take tentative steps to enter adult work roles and realise their career ambitions. They use a wide range of cognitive skills to guide their planning and decision-making including complex, multi-dimensional and interaction-based thinking. Primary school learners are finding out who they are, who they possibly could become and where they might fit in the world! Their thinking advances from magical, association-based thinking to concrete, linear and sequence-based thinking[1].

They need a developmentally and age appropriate personal development curriculum.

Media stories can contribute to the misunderstanding about the scope and purpose of careers provision in primary schools with headlines such as "children as young as 10 should be given careers advice, say ministers[2]". Reports of surveys into what primary school children say they want to be when they grow up often make light of what children are really telling us about their aspirations[3].

So, what is career development in primary schools really about? The Careers & Enterprise Company offers this overarching definition:

"Career-related learning in primary schools is about broadening pupils' horizons, challenging stereotypes and helping them develop the skills and sense of self that will enable them to reach their full potential."

Introduction to primary career-related learning

(https://primary-careers.careersandenterprise.co.uk/introduction)





Why is career-related learning in primary schools important?

Interest in career-related learning in primary schools is not new, but until recently initiatives had not moved on by very much since *Working Together for a Better Future* (DES/ED/Welsh Office, 1987). The dearth of compelling research-based evidence that career-related learning works partly explains the lack of sustained policy development in this area. This is beginning to change as awareness increases that focusing on career-related learning earlier does make a difference. It can help to prevent problems that become apparent at the secondary stage such as disengagement from learning, diminished aspirations, low cultural capital, low level skills and stalled social mobility.

In March 2019 as part of National Careers Week, the then education secretary, Damian Hinds MP, announced that organisations would be able to bid for a share of a £2 million fund, administered by The Careers & Enterprise Company, to promote initiatives of the highest standard to support career-related learning in primary schools. He reported headline findings from the *School Snapshot Survey Summer 2018* which showed that 96% of primary schools already facilitated career-related learning.

Primary school leaders described how they delivered careers learning to pupils before the end of Year 6. The most common approach to careers learning was delivery through Personal, Social and Health Education (PSHE) lessons (87%) and topic work (84%). Only 4% said that they did not provide any careers learning to their pupils

The School Snapshot Survey: Summer 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/924093/Summer_2018_SSS_Final_Report.pdf

1. See Howard, K.A.S. and Walsh, M.E. (2011) Children's concepts of career choice and attainment Journal of Career Development 38(3)

2. https://www.express.co.uk/news/uk/869428/careers-advice-children-younger-school-10-years-old

3. https://www.independent.co.uk/life-style/health-and-families youtubevlogger-career-job-children-astronaut-space-china-poll-a9010086.html

"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 beyond the school gates."

Paul Whiteman, general secretary, NAHT (2021)

The education secretary added:

"Good careers education is such a valuable asset that will help children to explore future possibilities and go on to lead happy rewarding lives. I'm pleased to know that so many primary school pupils have access to career-related learning to expand their ideas of who they could become in the future.

But we want to make sure that support is available to everyone and that it's of the highest standard so that is why we are working with industry experts to produce support for primary schools."

Primary Futures, one of the organisations to benefit from the fund, has expanded its activities to connect primary schools with employer volunteers strengthened by research findings from Education and Employers. *Starting Early: Building the foundations for success* (2021) collected evidence from some 1,000 teachers and 10,000 children as well as from organisations such as NAHT and international research.

The Covid pandemic, the climate emergency and rapid developments in digital technology have underlined the importance of career-related learning in the primary curriculum. These challenges have heightened everyone's understanding of how quickly the working world is changing and how tenuous previous certainties about the world of work actually are. Teach First, the charity which promotes social mobility and a fair education for all, has published its manifesto calling on governments to invest more in careers education for both primary and secondary schools.

"We think the Department for Education should publish a framework for effective careers learning in primary schools based on the Gatsby benchmarks, and pair this with a new fund that trains and supports primary teachers working in disadvantaged areas to implement the framework."

A fighting chance for every child: A manifesto for ending educational inequality (Teach First, August 2021)

https://www.teachfirst.org.uk/sites/default/files/2021-08/Manifesto_v3_Aug2021.pdf

Example findings include:

- 90% of primary school teachers reported in 2017 that 'involvement in activities with employers' could impact the **academic achievement** of pupils.
- In 2018, the top three outcomes for teachers were challenging **gender stereotypes**, **bringing learning to life**, and **broadening children's aspirations** - supported by 97%+ of respondents (with 60%+ strongly agreeing).
- After participating in a career-related learning event, 82% of around 9,300 children agreed that "I now understand how learning **Maths/English/Science can be useful** in many jobs".
- Out of some 1,200 children in schools with most economically disadvantaged students, 78% said "I now know there are lots of jobs available to me when I grow up" and 74% said "I feel **more confident in what I can do after today's activity**".
- After a single day's activities, 25% of 7,900 children even said it had **changed their mind** about their future job interests - with a further 25% saying it might have done.
- The importance of early intervention can be seen in the **persistence of preferences and stereotypes** in career aspirations: sector and status preferences at seven-year-olds are often surprisingly similar to those of 18-year-olds.

Starting Early: Building the foundations for success Education and Employers, March 2021

https://www.educationandemployers.org/wp-content/uploads/2021/03/Starting-early-Building-the-foundations-for-success.pdf

2 Learning areas and aims in the Career Development Framework

The Career Development Institute (CDI) commissioned an extensive research and consultation project in 2020-21 to develop an all-age Career Development Framework. The framework identifies six important areas of learning that support lifelong career development. The background to the research and examples of resources that have already been produced to support career development in secondary schools can be found on the CDI website (https://www.thecdi.net/New-Career-Development-Framework).

The tables below suggest relevant learning aims for Early Years, Key Stage 1 and Key Stage 2. Schools will know what is most appropriate for their learners and so they are encouraged to use the statements as broad guides to progression steps in learners' career development, adapting them as necessary. For the purpose of curriculum planning, these aims have been further developed into suggested learning outcomes, activities and supporting resources in Section Four of this handbook.

Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background and your strengths

At the primary stage, this is very much about fostering personal agency and self-regulation. We can help learners to take the initiative for what they do, to believe in themselves and to be increasingly responsible for their own progress. We can also help them to be the authors of their own story. Constructing a positive narrative about themselves boosts their confidence and self-understanding. Lifelong learning is one of the keys to lifetime career development so helping to motivate learners and keep them engaged in learning is another priority. Reflection helps learners to develop their thinking and reasoning. Staff can support this by asking suitable prompts and writing down what learners say. Much of this skill development is implicit in everything schools do for their learners and the benefits are felt across all areas of the curriculum; but some elements of career-related learning cannot be left to chance and have to be made explicit in the school's curriculum planning. Primary school leaders and teachers are in the best position to identify the collective and individual needs of the learners in their school so that they enter secondary education with a positive outlook relating to who they are and who they could possibly become.

Early Years	Key Stage 1	Key Stage 2
being aware of people who can help them	being confident to request help	being able to explain how they acted on help
being aware how they feel when they have learnt something new	recognising their successes in learning	recognising what they want to learn next and when they are successful
being willing to try something new	being willing to challenge themselves	being willing to take on challenges that help them to grow
recalling what they have experienced and achieved	exploring what they have experienced and achieved	recording and commenting on what they have experienced and achieved
feeling positive about who they are	feeling positive about people whose identities and backgrounds are different to theirs	relating to people whose identities and backgrounds are different to theirs

Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces

Very young learners use their vivid imaginations to explore the roles that appeal to them. Those in their circle often have a strong effect, thus a girl who has a mother, aunt or some other close relation who is a scientist will see science as an attainable aspiration whereas those who do not have access to those role models may rule out the idea albeit unconsciously.

Widening learners' horizons beyond the jobs that their family members do or that are portrayed in the media and social media is a key task of primary schools. Jobs that run in families is an interesting investigation as is exploring the jobs featured in shows and documentaries; but learners sometimes latch on to just one or two features of these jobs without considering them in the round. This can lead to the premature elimination of possible opportunities. It is important to feed the imagination of learners in the early years. They will be attracted to imagined roles as well as those which they categorise as big and powerful. During Key Stage One, it is essential to help learners recognise stereotyping and to challenge any assumptions they make about jobs for boys and jobs for girls. During Key Stage Two, children develop an awareness of differences in status between jobs. Teachers need to recognise that this is a sensitive issue and learners may no longer want to disclose in front of others what their aspirations are. At the same time, teachers can help children to begin to think about how they want to deal with status differentials.

Early Years

- describing tasks that they have carried out
- discovering the jobs that help the school to run
- recognising jobs that involve harvesting, making, providing a service or finding out
- being able to identify jobs that they think are similar
- identifying what the clothes and equipment that people use in their jobs are for
- being able to identify the subjects and topics they are learning about

Key Stage 1

- being aware that jobs are made up of tasks
- exploring what people do whose jobs involve caring for children and keeping them safe
- being able to give examples of jobs in different sectors
- being able to explain their views about similarities and differences between jobs
- investigating similarities and differences between men's and women's work clothes
- being able to explain what they are gaining from the subjects and topics they are learning about

Key Stage 2

- being able to explain what tasks they would like and like least about particular jobs
- finding out about the qualities and skills needed to do a caring job
- being able to design a scheme for classifying a set of jobs
- being able to explain what interests them about particular jobs
- exploring the connection between uniforms and status
- recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers

Manage career

Manage your career actively, make the most of opportunities and learn from setbacks

Active career management is probably not something that many people associate with childhood but learners' experiences in primary schools of planning and reflection lay the foundations of later career management behaviours. When learners apply for jobs in school such as class representative on the school council or house captain they have the opportunity to practise self-presentation skills and experience success or disappointment. They will make transitions such as the move from primary to secondary school for which they will need transition skills and confidence. These skills and attitudes can be explicitly taught and will prepare learners for possible future transitions such as starting their first job, gaining promotion or being made redundant. Some learners, especially in performance fields such as music, drama and sport, will already be making a considerable commitment to training, goal setting and handling success and disappointment. Primary schools can do much to design collective learning activities that will lay the foundations of the skills that learners will need to manage their careers such as recruitment simulations, cooperative learning and teamwork activities and circle time reflections.

Early Years	Key Stage 1	Key Stage 2
being aware that they and other people like to enjoy the work they do	recognising that they and other people like to choose the work they do	being aware that choice and opportunity make careers possible
enjoying work-based role-plays	looking forward to what they are going to learn next	recognising their achievement when they have learnt something new even if they found it difficult initially
imagining different possibilities about who they could possibly become	describing a goal or target they are working towards	making a step-by-step plan to enable them to achieve something they would like to be able to do
being willing to keep going and not give up	being proactive about trying different approaches to solving challenges	being aware that having back-up plans can help overcome the disappointment or bring a different reward if their main plan does not work out
exploring whether characters in stories made decisions in a good way	recognising that decisions can have unexpected consequences	being able to weigh up the pros and cons of a choice they are thinking of making

Create opportunities

Create opportunities by being proactive and building relationships with others

Staff often help learners to develop friendships and relationships in the classroom. All learners benefit from surrounding themselves with friends who want them to be successful. Sometimes, the pairing of learners is so that one can be a leader and a role model for the other. What is happening in these situations is a vital part of career development. We can help learners to identify and build their personal networks of support. Such networks help learners to create opportunities for themselves. Career building involves making things happen, putting oneself forward and spotting opportunities. Primary schools can lay the foundations of initiative and enterprise by encouraging learners to show initiative, take the lead and suggest what they would like to learn and do. It could involve anything from leading an assembly, holding a pet show to raise money for charity or running a mini-enterprise. Parents/careers and local employers are a valuable resource for encouraging entrepreneurial activities.

Early Years	Key Stage 1	Key Stage 2
Inventing imaginary jobs	Identifying new jobs that are just coming into being	Identifying possible new jobs that might be needed in the future
being aware that other people can help them meet their needs	being able to describe what their needs are	responding to trusted adults who can help them identify their needs
recognising when they have achieved something for themselves	choosing what they want to achieve and the way they go about it	reflecting on what they achieved and what they would do differently or better next time
developing the ability to participate in social play involving imagined workplaces	being aware of how to communicate with co-workers and customers in work settings	exploring how people relate to each other in work settings
being able to carry out a delegated task	being able to make a positive contribution in group play or teamwork based on a business activity	being able to take on different work-related roles in group play or teamwork, including as leader when required
being able to explain what a visitor told them about their job	thinking about questions they would like to ask a visitor about their job	explaining what they found out from a visitor about setting up their own businesses

> ***"It is great now to see the level of interest and enthusiasm for career-related learning at primary by a range of organisations and policy makers … the evidence is clear – that exposing children to the world of work has a significant impact on their aspirations, motivation and confidence. It helps broaden their horizons, challenge stereotypes and gives them the opportunity to connect their learning with their future."***
>
> **Nick Chambers, CEO, Education and Employers (2018)**

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

A career, in its widest sense, is made up of all the roles that people have in their lives that involve different kinds of effort or work such as being a child, a learner, a leisure 'user', a parent, a friend, a worker and a citizen. These different roles interact with each other and wax and wane across the life-span. Holding these roles in balance is an important dimension in achieving personal health and wellbeing. Primary schools may be helping some learners to cope with stresses in their families caused by life-work imbalance. Giving learners insights into the rewards, risks and effects of doing different kinds of work helps them to anticipate future choices and decisions. Knowing about the rights and responsibilities of employers and employees, how to manage personal finances and how to challenge stereotyping and discrimination gives learners tools to manage life-work balance.

Early Years

being aware of the different kinds of work that need doing in the home

recognising when they have done something to help others

being aware that people do paid work for financial and other rewards

being able to distinguish between work and rest

being aware of health and safety rules at school

exploring going to work and coming home again

recognising when someone is being given work to do which is unfair on them

being aware of how to use money

Key Stage 1

recognising the contribution they make to the work that is done in the home

being aware of what volunteers do and how they can be a volunteer

exploring the rewards they would like to get from paid work

being aware that overwork is harmful to people's health

recognising how they can help keep themselves safe at school

exploring what happens in the first few days when people start work

being aware that they and others can play a part in helping to ensure that people are treated well at work

being aware of how money can be earned

Key Stage 2

being able to explain the idea of division of labour with reference to the work that is done in the home

being aware of what charities do and how they can be a charity worker

recognising that people seek different rewards when considering paid work that they'd like to do

being aware that imbalances between people's life and work affects their wellbeing

recognising what they can do to help keep themselves and others safe at school

being aware that people's work needs change during their lives

recognising unfair barriers to opportunity and being willing to challenge them

being able to make decisions about saving, spending and budgeting

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

The explosion of the media and social media exposes learners to a bewildering array of sources of information. Navigating information overload, misinformation, out-of-date information and conflicting viewpoints presents many challenges. Primary schools can help learners to begin to develop the information processing skills they need to manage their careers. Seeing the big picture goes beyond conventional types of careers information about occupations, qualifications and labour market trends to raise important issues about career patterns and structures and the forces that shape them. Learners can appreciate the right to decent work by investigating issues such as the prevalence of child labour and slavery in this country and around the world. They can explore the changing nature and future of work by enquiring into the relevance of issues such as how work has changed in the past, the impact of Artificial Intelligence and robotics, the challenges of climate change to their own careers and the careers available to others in society.

Early Years	Key Stage 1	Key Stage 2
recognising when work is depicted in a story	being aware of how work is portrayed differently in different stories	being aware of what the author is encouraging them to think about when work is a theme in a story
recognising the difference between stories about work and factual information about work	recognising that the way that work is shown is not always accurate/ reliable	being able to consider if the information they have found is accurate/reliable
being aware that working life was different in the past	exploring how working life is changing for people now	being aware of trends that hint at how working life may change for them by the time they embark on their careers
recognising scientific and technological aids that people use in their work	being aware of how scientific and technological aids help people do their work	exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work
exploring jobs that people do outdoors	exploring work practices in the school environment that promote sustainability	exploring jobs and ways of working that help to protect the environment
exploring the jobs that people do to help them	exploring the jobs that people do to help each other	exploring what they and others can do to prevent people having to do harmful work

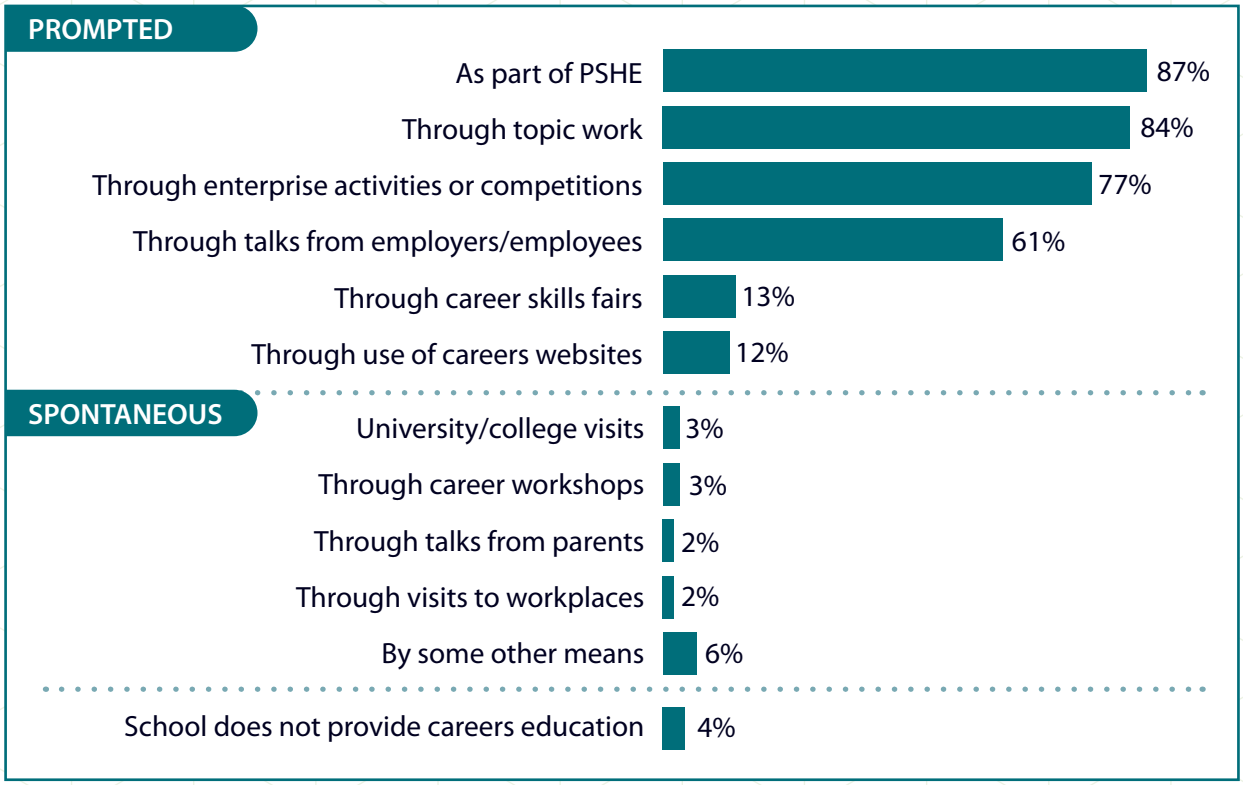
> ***"In 1988, Her Majesty's Inspectorate provided 'Careers Education and Guidance 5 to 16' … 30 years ago, this was mainstream guidance from government and it seems that the wheel is turning this way again."***
>
> **Liz Reece, career development consultant (2018)**

3 Leading and managing career-related learning in the curriculum

Career-related learning can be understood as a cross-curricular dimension alongside other key themes of personal development such as spiritual, moral, social and cultural development, healthy living, citizenship and environmental understanding. The aim of embedding career-related learning in the subjects, topics and experiences of the whole curriculum is to enable learners to make connections in their learning and appreciate the relevance of what they are learning for their lives and future careers.

The School Snapshot Survey: Summer 2018 identified the main ways in which primary schools provided career-related learning.

Ways in which primary schools deliver careers education to pupils



The most powerful models of curriculum development emphasise the role of the school in leading the design, delivery and evaluation of their curriculum in partnership with learners, partners and stakeholders.

This approach underpins the model of curriculum development outlined in this handbook. The model also incorporates Ofsted's principles for assessing the quality of the curriculum which focus on:

- Intent – What is in the best interests of our learners?
- Implementation – How effective is the design of the curriculum and our learning, teaching and assessment approaches in meeting the needs of our learners?
- Impact – How successful have we been in making learning enjoyable and achieving positive outcomes for our learners?

A model for leading and managing career development in the curriculum



Intent

Before you can be more specific about exactly what knowledge, skills and experiences will benefit your learners the most, it is important to know clearly the unique aspects of your school so you can emphasise the most important things you want to achieve. For example, a school in an area of socio-economic deprivation may prioritise inspiring learners, raising aspirations, challenging assumptions and breaking down stereotypes.

It is useful to develop a careers policy which encapsulates your school's vision, values and strategy and which clearly demonstrates your intent, implementation plans and the desired impact it will have for your learners. A policy checklist follows.

> ***"There is evidence to assume that the Pilot may positively impact pupil outcomes in the future with 89% of Careers Leaders indicating that pupils are able to talk more about their career plans."***
>
> **North East Ambition Career Benchmarks: Primary Pilot (2021)**

Policy checklist

Introduction

Include:

- Rationale and context for career-related learning
- School background and ethos and how career-related learning contributes to this
- Links with other (related) policies e.g. equality and diversity, PSHE and citizenship, SEND
- Reference to national and local guidance and research that may have influenced your careers provision, e.g. the CDI Career Development Framework, the Quality in Careers Standard, Skills Builder and The Careers & Enterprise Company's Primary Platform

Aims and Outcomes

Include:

- Aims of career-related learning
- Learning outcomes and targets setting out expectations of what learners will gain in terms of knowledge, skills and attitudes

Outline of provision and Implementation

Include:

- Staff roles, responsibilities and performance management
- Professional learning opportunities for staff
- Curriculum delivery outlining the provision for each year group
- Entitlement detailing how learners will know how to access the provision
- Career and labour market information provision
- Personal support for learners
- Active involvement of learners in the provision
- Engagement with parents/carers, education and community partners, employers
- Resources to use to support delivery

Monitoring Review and Evaluation

Include:

- How career learning will be recorded
- The cycle for evaluation
- How the senior leadership team and governing body will follow up the evaluation of provision

Key prompts to consider include:

- What factors about your school do you need to consider before designing career-related learning in the curriculum?
- How does your school vision and mission influence what you want to achieve in career-related learning?
- How will the development of career-related learning fit into the overall approach to school improvement planning?
- Who will lead on the development of career-related learning at the strategic level? (The quiz on the Primary Platform is a good starting point https://primary-careers.careersandenterprise.co.uk/quiz)

Implementation

It is important to recognise at the outset that the Career Development Framework learning areas and aims do not necessarily involve introducing new themes, programmes of study or lessons in the curriculum. Instead, they provide the opportunity to consider how you can amend and adapt what you do already throughout the curriculum to ensure every opportunity is made to raise aspirations, broaden horizons, challenge assumptions, combat stereotypes and promote optimism about the future.

The table below makes suggestions for how common themes in the primary curriculum could be adapted to strengthen the careers focus.

Theme	Possible careers focus
Weather	What does the Met Office do and how many different job roles are involved? How does the change in weather affect work in the Met Office?
Olympics	How many jobs does it take to support an athlete? (From coaches and dieticians, through to physiotherapy, public relations, marketing, etc.)
Healthy eating	What job roles help people to live a healthier lifestyle? (See https://tastycareers.org.uk/teachers)
Rainforest/ environment	How is the world changing? How does this affect jobs and businesses? (e.g. More job roles for research into saving energy and developing greener technologies will be needed) See also https://www.the3engineers.com/
Superheroes	What are my skills and qualities?
Around the world	What are charities and what roles do people do to help people in developing countries?
Under the sea	What do marine biologists do?
Fairy tales	How many job roles are referenced in well-known fairy tales such as Beauty and the Beast, etc? Do these roles have to be done by mainly males or females? See also https://primary-careers.careersandenterprise.co.uk/resources/engineering-fairy-tales
Transport	What job roles are involved with planes, trains and automobiles? How are these likely to change in the next 10-15 years?
Roman Empire	How many job roles in Roman times are still around today? Which job roles no longer exist (e.g. street lamp lighter)?
Robots and machines	Which jobs can and cannot be replaced by a robot?

As well as themes, there are many awareness events throughout the year that can celebrate careers, some of which you may already be involved with. Simple career adaptations can ensure these are inspirational and aspirational events. National Careers Week is normally held in March, but there are many more awareness days/weeks/months that also relate very well to careers, such as:



Career-related learning is most effective when curriculum design, learning and teaching and assessment are aligned. Powerful learning environments for career-related learning emphasise active, participative and experiential learning. Learners enjoy meeting visitors and finding out about the work they do. Employers also value coming into schools to meet with learners and support the community. Examples of activities that employers can do with learners are:

- What's my line? – Employers come into class plain clothed, and learners can ask questions with yes/no answers. Employers then re-enter the classroom in their work attire and explain more about what they do.
- Careers fairs – Parents with jobs, employers, colleges and universities come into school for a specific day and learners rotate around stalls, take part in activities and find out more about opportunities.
- Careers alphabet challenge – group activities to see who can list jobs for every letter of the alphabet.
- Workplace visits – Trips to museums, farms, leisure centres, etc. can be enhanced by exploring the career opportunities and roles that are associated with running these attractions.
- Careers in my local community – Learners can learn from a walk around their local area to see what kind of jobs and businesses are in their location.

The Education and Employers charity can help primary schools connect with local employers through their Primary Futures initiative (https://www.primaryfutures.org/).

Facilitating experiences can also be very effective. There are many jobs in school and many learners already have classroom, playtime or mentoring responsibilities, e.g. board cleaner, play monitor, floor sweeper, etc. More ownership of these roles could be generated by making the process more professional. For example, each job could be advertised on a notice board, learners could apply, attend an interview and have performance reviews. All of which demonstrate a variety of cross curricular skills and gives a sense of ownership and achievement.

Learners can also take part in enterprise challenges, activities and fundraising to help understand the basic principles of business and how to be enterprising.

Key prompts to consider include:

- What resources do you have at your disposal?
- How will you listen to learners in drawing up your curriculum plans?
- What scope do you have to work collaboratively across a cluster of schools (e.g. a hub or a multi-academy trust) to share expertise and organise professional learning for relevant staff?
- How will you choose learning and teaching methods that are particularly effective in primary career-related learning such as dialogic teaching, enquiry-based work, portfolio-based learning and first-hand experiences?
- What use will you make of assessment for learning as a tried and tested approach to boost learner progress?
- How will you bring learning and teaching and assessment closer together to improve learner progress?
- How do you know if the content you have planned has actually been delivered?

Impact

The purpose of evaluation is to determine the worth of career-related learning and to inform decision-makers about possible actions to take to improve impact; but evaluations are resource intensive so schools will benefit from prioritising the focus and frequency of their evaluation activities to secure a good return on investment. Focus groups and questionnaires can help determine how well learners have engaged in the careers programme, as well as what they have learned and how it has affected their behaviour. It is helpful to gain evaluation data from a variety of sources to include learners, staff involved in delivery of careers, SLT, parents/carers and local secondary schools to help get an overall understanding of what has worked well and what improvements can be made.

Learners themselves are the primary users or beneficiaries of the career-related learning curriculum and the school can receive valuable feedback by asking them whether they have



enjoyed and valued the provision. Parents/carers and employers are secondary users and questions about the impact of the provision can also be directed at them.

Learning outcomes – the career-related knowledge, skills and attitudes acquired by learners – are important indicators of the impact of the activities and experiences arranged by the school. Examples of learning outcomes linked to specific activities and the six main areas of learning in the Career Development Framework are shown in the next section. Writing learning outcomes needs to be realistic about what can be measured and achieved in the short term. Some of the gains of career-related learning are connected with the outcomes of other learning activities and some may not become apparent until much later in a learner's career. Secondary schools may provide their link feeder schools with information about their learners' destinations at 16. Destination measures are a practical rather than a learning outcome. The significance of destinations data is not always apparent; but it is very important that secondary schools try to find out if the learner has taken a first step into a personally-valued destination.

Key prompts to consider include:

- Are you sampling the quality of learners' work to check that the work set was appropriate?
- How are you checking that learners have achieved the stated outcomes?
- How do you know what did learners think/feel about the career-related learning they experienced? (See the guide to measuring impact in primary schools on https://primary-careers.careersandenterprise.co.uk/resources/how)
- How have learners changed their behaviour?
- What impact has the programme made on results for the school?

4 The Career Development Framework in action



This section of the handbook gives examples of learning outcomes, curriculum activities and resources for Early Years, Key Stage 1 and Key Stage 2 linked to each of the six areas in the Career Development Framework. They can easily be adapted to suit the context and circumstances of the school.

Key to the charts

- Links to the PSHE and Citizenship non-statutory programmes of study are highlighted in brackets
- Numbers in brackets alongside the headings of the learning areas refer to the learning areas in the previous CDI framework
- Numbers in brackets refer to the previous CDI framework and are shown for ease of reference

Grow throughout life (KS2: 1, 2, 3, 8, 10)

Early Years	Key Stage 1	Key Stage 2	Suggested learning activities	Resources to support
Be able to hold a conversation with adults and display good listening skills	Demonstrate an awareness that some sources of information and advice are untrustworthy. Start to develop the skills to be able to identify reliable sources (10)	Be aware of how to use sources of information and advice to find out what you want to know about careers, studying and working. (10)	Access and understand the quality of a range of information sources, including through conversation, employer engagement and online resources	Speakers for schools. https://www.speakersforschools.org/ Primary Futures https://www.primaryfutures.org/ STEM Ambassadors https://www.stem.org.uk/stem-ambassadors/schools-and-colleges Positive Footprints – Learning about your qualities and skills through literacy https://primary-careers.careersandenterprise.co.uk/resources/exploring-skills-through-language
Enjoy listening to stories about people and their working lives (3)	Show interest in learning about occupations and ways of life that you have not previously come across (3)	Develop insights into how your own skills and abilities may support your success in the working world (3)	Take part in activities that introduce new occupations and lifestyle choices, e.g. a visit to a sustainable community or a visit to a workplace	Skills Builder - activities to develop essential skills https://primary-careers.careersandenterprise.co.uk/resources/skills-builder-resource Eden project https://www.edenproject.com/learn/schools/school-lesson-plans/lesson-plan-climate-response-doers-shoppers-learners-shouters
Describe what you enjoy doing. Describe something that you would like to be able to do and (1) and how you might achieve it (2)	Speak to others about your needs, wants, interests and opinions (1) Describe yourself and your abilities in positive terms (2)	Describe what you are like, what you are good at and what you enjoy doing (1) Explain how you might achieve something that is important to you (2)	Take part in activities that allow learners to articulate their strengths and what they enjoy doing and ways of recording their achievements	What are your strengths? PowerPoint |Twinkl https://www.twinkl.co.uk/resource/what-are-your-strengths-powerpoint-au-p-84 Children's University https://www.childrensuniversity.co.uk/ Skills Development Scotland: My World of Work https://www.myworldofwork.co.uk/introducing-primary-pupils-world-work LOUD! Network KS2 lessons: 'Job skills, influences and goals' https://www.pshe-association.org.uk/curriculum-and-resources/resources/loud-network-ks2-lessons-%E2%80%98job-skills-influences
Talk about whether there are men's jobs and women's jobs (8)	Recognise when someone makes comments that stereotype a group of people (8)	Recognise the harm caused by stereotyping and discrimination and the importance of treating people equally and fairly (8)	Learners find out about their local community and the groups that it is made up of, how each group is viewed and understand that people can belong to a number of groups and thus be viewed differently	Equality & Human Rights Commission - Challenging stereotypes and discrimination https://www.equalityhumanrights.com/en/primary-education-resources Oak National Academy We are a jigsaw https://teachers.thenational.academy/lessons/we-are-a-jigsaw-6cv3ed Challenging Gender Stereotypes https://primary-careers.careersandenterprise.co.uk/resources/challenging-gender-stereotypes

Explore possibilities (7, 10, 16)

Early Years	Key Stage 1	Key Stage 2	Suggested learning activities	Resources to support
Talk about the different jobs in school (7)	Identify jobs that friends, family and community members do (7)	Be aware of the main sectors of employment in your area: past, present and emerging (7)	Virtual or real industry trails that highlight local industry and commerce Workplace role-plays and simulations in the play corner, e.g. a hospital, a garden centre, a store Topics and themes, e.g. 'People who help us', 'People who work at night'	Founders 4 Schools https://www.founders4schools.org.uk/ Artists in Residence https://www.artistsinresidence.org.uk/ You may be able to connect with local businesses through: • your local careers hub https://www.careersandenterprise.co.uk/our-network-careers-hubs/ • your local Chamber of Commerce https://www.britishchambers.org.uk/page/join-a-chamber BBC Bring the Noise – 5 women who have made their career in music (KS2) https://www.bbc.co.uk/teach/bring-the-noise/5-women-who-made-career-in-music/z6t947h First Careers job profiles https://www.firstcareers.co.uk/
Recognise that people have different talents, abilities and attitudes'	Recognise that there are different ways of learning and achieving your goals	Be aware that many jobs require skills, qualifications and aptitudes that can only be gained via an apprenticeship, degree or college course	Widening participation activities put on by charities, training and/or apprenticeship providers, local colleges and universities	Podcasts of children interviewing professionals https://primary-careers.careersandenterprise.co.uk/resources/podcasts-children-interviewing-professionals
Be aware that there are many different types of workplace, e.g. hospital, farm, office	Be able to describe different workplaces according to the type of work that goes on in them, e.g. growing things, making things, providing services	Be aware that in some jobs such as accountancy you can work in a variety of workplaces	Any educational visit can be tailored to include career learning by including activities which highlight who works there and their role	
Can take part in a conversation with peers and adults, e.g. can talk about a piece of work that you are pleased with (16)	Can demonstrate good manners and behaviour and know the difference between right and wrong.	Know what is involved in making a good impression on other people and show that you can change your approach to suit the situation (16)	Activities that include making a presentation or representing their school, class, etc. with the aim of making a good impression	

Manage career (4, 11, 15, 17)

Early Years	Key Stage 1	Key Stage 2	Suggested learning activities	Resources to support
Identify someone who has given you ideas about what it means to have a job'	Express what it means to have a career using the examples of positive role models (4)	Identify key point(s) in the career journey of someone who is a role model to you	Identify a role model and explain why that person is a role model to them	Cambridge University Press Using role models to promote values in the teen classroom https://www.cambridge.org/elt/blog/2018/02/15/thinkheroes/
Use your imagination to explore your career aspirations and dreams	Enjoy opportunities to role play different jobs	Explore a representative to 21st century career journey that demonstrates that people often have multiple careers throughout their working life	Take part in an activity that tells the story of a person with a career journey	Education and Employers iCould https://icould.com/ YouTube – search on careers videos for children/kids https://www.youtube.com/ Linking career-related learning to PSHE https://primary-careers.careersandenterprise.co.uk/resources/linking-career-related-learning-pshe
Be aware that you find some things easier than others and you have skills you would like to develop	Identify roles within the classroom/school e.g. litter picking and be able to identify skills needed to perform them	Be able to independently write an application for a classroom/school role and why you want to apply for the role and why you are suitable	Application for a classroom role, e.g. whiteboard monitor	Twinkl Class jobs https://www.twinkl.co.uk/resources/getting-organised-our-learning-environment-eylf-australia/australian-resources-eylf-classroom-management-daily-routine/australian-resources-eylf-classroom-management-daily-routine-class-jobs
Act with confidence in unfamiliar situations, e.g. be able to cope with short separations from parents/carers/guardians confidently (17)	Develop confidence and look forward to new challenges faced during periods of change, e.g. when preparing to move from Reception into Key Stage 1 and then into Key Stage 2 (17)	Identify ways of making positive transitions such as the move from primary to secondary school (17)	Transition planning, e.g. for the move to a new year group and/or from primary to secondary school	Young Minds Supporting school transitions https://www.youngminds.org.uk/professional/resources/supporting-school-transitions/ Mayor of London London Assembly Stepping Stones https://www.london.gov.uk/what-we-do/education-and-youth/school-schemes/stepping-stones-2018
Decide between different options in order to solve a problem either real or in play (15) (Cit 5d)	Talk about why you have used certain resources to solve a problem (15)	Know how to make and adapt plans and decisions and understand that plans are not likely to be linear in real life and will necessitate the need for a plan B (15)	Project activities that encourage learners to make and adapt a plan	Mission Log Website design activity https://primary-careers.careersandenterprise.co.uk/resources/mission-log-website-design

Create opportunities (12,14)

Early Years	Key Stage 1	Key Stage 2	Suggested learning activities	Resources to support
Realise that you belong to various groups and communities (Cit 2f, PSHE L4)	Meet and talk to members of the community such as aid organisations and people who work in the area (Cit 5e)	Understand that the ability to take part in effective teamworking influences the working environment (PSHE R10)	Teamwork- take part in a team building exercise and recognise how team building takes place all around us in the groups we belong to and with our community	Discovery Diaries – Mars Diary https://discoverydiaries.org/diary/mars-diary/
Provide an explanation for why you have chosen something, e.g. play options (14)	Be aware that people often have more than one job/career in their lifetime (PSHE L26)	Be able to compare information about choices open to you and voice your preferences (14)	Compare choices, e.g. plan your birthday party! Choose from four different options e.g. cinema and restaurant with two friends, takeaway and sleepover with four friends, big party with lots of friends or theme park/adventure with family. Which option is the best match for your wants and needs?	Twinkl Planning a party resources https://www.twinkl.co.uk/search?q=planning+a+party&c=244&r=parent
Be able to describe how you are changing	Share your opinions on things that matter to you and share their views (Cit 1b)	Be able to face challenges positively by gathering information, seeking help and acting (Cit 1c)	Think about how change occurs through a working life. What challenges do people face and what information and support can they find to respond positively to change?	TES resources – how have I changed? https://www.tes.com/teaching-resource/how-have-i-changed-6135034 Mind KS1 leaflet coping with change https://www.twinkl.co.uk/resource/mind-how-to-cope-with-change-t-tp-2550423 Premier League Primary Stars – Change is life. https://plprimarystars.com/resources/super-mood-movers-change-is-life
Understand what a team is	Agree and follow the rules for your group and classroom and understand how rules help you and promote inclusivity (Cit 2d, PSHE L1)	Understand the different roles in a team included that of leader and that the leader doesn't need to make all the decisions for the team	Take part or reflect on a teamwork exercise. Focus particularly on the different roles people play in a team, not just the leader. Groups of six could be allocated the De Bono thinking hats	BBC Bitesize – Working Together as a Team Parts 1 & 2 (videos for KS1)) https://www.bbc.co.uk/bitesize/topics/zhkk7ty/resources/1 Six thinking hats https://www.tsatrust.org.uk/what-is-a-thinking-school/thinking-hats/
Contribute to an enterprise activity, e.g. produce an item that older year groups may sell, or role play a business role such as shopkeeper	Take an active part in an enterprise activity. E.G school fair	Show that you can use your initiative and be enterprising (12)	Take part in enterprise activities, e.g. school fair, fiver challenge, dragons den challenge, etc.	Young Enterprise https://www.young-enterprise.org.uk/teachers-hub/enterprise-education/enterprise-programmes/

Balance life and work (9, 13)

Early Years	Key Stage 1	Key Stage 2	Suggested learning activities	Resources to support
Talk about your roles and chores that you perform at home and school	Understanding what hobbies are and the importance that they play in people's leisure time. Be aware that different people enjoy different things	Be able to manage homework and hand it in on time	Simulate the life of an adult and recognise the need to manage work, responsibilities, leisure/play, health and family. Consider the consequences of neglecting one of these aspects	Involving employers in career related learning https://primary-careers.careersandenterprise.co.uk/resources/involving-employers-career-related-learning
Learn about why people wear uniforms and protective clothing (9)	Be aware of how to be safe and considerate to others' feelings in the playground and in the classroom (9)	Be aware of how to keep yourself safe and well physically and mentally when you are learning and playing (9)	EYFS/KS1 imagine they are arranging an outing OR KS2 imaging they are the boss of a company of their choice. What would they need to do to make sure their staff are safe at all times? What extra measures could they do to support the mental wellbeing of their staff?	TES Resources – Humpty Dumpty Crime Scene https://www.tes.com/teaching-resource/humpty-dumpty-crime-scene-11774224 https://www.tes.com/teaching-resources/blog/primary-money-and-me-resources
Role play a scenario, e.g. a shop using real coins (13)	Understand the link between work and money and how it is spent (13)	Show that you can make considered decisions about saving, spending and giving (13)	Plan a holiday with a budget of £2,500 for a family of four. How do families budget and what sacrifices do they make? How do families earn the money to pay for a holiday?	MoneySense from NatWest https://natwest.mymoneysense.com/home/ Young Enterprise – Young Money https://www.young-enterprise.org.uk/
Be aware of how to help others	Take part in a charity activity	Understand what a charity is and how charities can create change	Think about how people may be less fortunate than they are (wealth/health/family/happiness etc) and plan a charitable or voluntary activity to help others	
Describe what you enjoyed about meeting a visitor who came to school	Describe what you learned from meeting a visitor who came to school	Take part in an employer encounter with a senior and an entry level employee	Take part in a trip to a workplace and speak to people at different stages and levels of their career	Careers in Film Primary resources https://www.intofilm.org/resources/102 Ivor Goodsite https://www.ivorgoodsite.org.uk/
Identify what's special about everyone in your class	Identify and respect the differences and similarities between people (Cit 4c)	Recognise that there are human rights and responsibilities and that they are there to protect everyone (PSHE L2)	Think about what is right and wrong in the workplace	
Recognise when you have been good or kind towards others	Recognise the concept of right and wrong within society	Be empathic and socially conscious towards others	Simulate what it might be like to be told you couldn't do a certain job because of your gender, age, race, ethnicity	• Teaching equality with sweets https://www.theguardian.com/teacher-network/2015/jan/28/teach-students-equality-smarties Challenging gender stereotypes https://primary-careers.careersandenterprise.co.uk/resources/challenging-gender-stereotypes East Sussex - A unit of study exploring and challenging gender stereotypes, including surveys to gain baseline data and measure impact, a whole school assembly and various activities. https://primary-careers.careersandenterprise.co.uk/resources/18 15 Billion EBP - Parental engagement activity - Workshop aims to inform parents of the ways in which the labour market is predicted to change and the importance of having an entrepreneurial mind-set. https://15billionebp.org/ Black Country -These resources provide the structure to deliver a whole school careers programme, allowing pupils to explore 'careers of the future' https://www.blackcountrylep.co.uk/news/primary-pupils-plan-for-careers-in-2030/

See the big picture (5,6)

Early Years	Key Stage 1	Key Stage 2	Suggested learning activities	Resources to support
Able to see other people's points of view	Be aware that what you see or hear may or may not be true	Explore the role of TV, Internet, the press, and other media in portraying careers	Take part in a debate about what is most important to people in work recognising that there is not necessarily a right or wrong answer and that people are entitled to their own views - This could be approached via discussion about role models and their work values	Values – Money and me https://www.valuesmoneyandme.co.uk/teachers
Identify and talk about two different types of work (6)	Describe different jobs, e.g. the jobs involved in getting food onto your plate. Identify some of the parts of a job that sound exciting. (6)	Describe a local business, how it is run and the products and/or services it provides (6)	A community project to identify, research and visit an employer of one of the local growth/priority sectors in the local labour market	Primary Engineer https://www.primaryengineer.com/
Find out about jobs that grandparents or older people in the community used to do	Explore jobs that no longer exist or have changed considerably because of advances in technology	Identify jobs that are more in demand or have been created because of advances in technology	Topics and themes, e.g. 'robotics and AI and the future of work'	Taccle3 coding - what is a robot? http://www.taccle3.eu/english/2017/01/02/what-is-a-robot-ks2/
Be aware of the three 'R's: reduce, reuse, and recycle	Learn about how people and other living things have different needs and the responsibilities of caring for them (PSHE L2)	Learn about ways of carrying out shared responsibilities, e.g. becoming an eco-warrior in your school (PSHE L5)	Extend themed activities related to the environment to consider which careers have a positive and negative effect on the environment	Primary STEM – Your adventure at sea http://www.primary-stem.co.uk/ CEC Primary resources https://primary-careers.careersandenterprise.co.uk/resources/17 Eco schools https://www.eco-schools.org.uk/

5 Sources of further information



Career Exploration and Development in Childhood

Perspectives from theory, practice and research. Edited by Mark Watson and Mary McMahon (Routledge, 2017)

The Careers & Enterprise Company

The Careers & Enterprise Company's Primary Career Resources Platform has case studies, practical advice, research, and resources for career-related learning https://primary-careers.careersandenterprise.co.uk/. See 'What works? Career-related learning in primary schools' by Dr. Elnaz Kashefpakdel, Jordan Rehill (Education and Employers) and Dr. Deirdre Hughes OBE (DMH Associates) (2018) https://www.careersandenterprise.co.uk/media/m42pwir3/what-works-in-primary.pdf

Do primary school children's career aspirations matter?

The relationship between family poverty, career aspirations, and emotional and behavioural problems by Eirini Flouri and Constantina Panourgia (Institute of Education, University of London, September 2012) https://cls.ucl.ac.uk/wp-content/uploads/2017/04/CLS-WP-20125-.pdf

Education and Employers

Find out the latest research from Education and Employers, e.g. Drawing the Future https://www.educationandemployers.org/wp-content/uploads/2018/01/DrawingTheFuture.pdf

Key Stage 2 career-related learning pathfinder evaluation

NFER report for the Department of Education by Pauline Wade, Caroline Bergeron, Karen White, David Teeman, David Sims and Palak Mehta (2010) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182663/DFE-RR116.pdf

North East Ambition Primary Toolkits

The North East Local Enterprise Partnership (LEP) has worked with 70 primary schools in its area to pilot benchmarks for career-related learning. The website includes a series of toolkits with guides, templates and case studies of good practice. https://www.northeastambition.co.uk/toolkits?tag=Primary

Occupational aspirations of children from primary school to teenage years across ethnic groups

Report by Lucinda Platt and Samantha Parsons for the Centre for Longitudinal Studies and the Runnymede Trust (2018) https://cls.ucl.ac.uk/wp-content/uploads/2018/09/9948_CLS_Paper_Occupational_Aspirations_of_Children_WEB_FINAL.pdf

PSHE Association

Resources and curriculum guidance https://www.pshe-association.org.uk/

Primary Futures

Primary Futures is run by the Education and Employers charity in partnership with the NAHT. They help primary schools connect with local employers. https://www.primaryfutures.org/

See:

- 'Starting Early: Building the Foundations for Success' https://www.educationandemployers.org/wp-content/uploads/2021/03/Starting-early-Building-the-foundations-for-success.pdf
- 'A guide for primary school leaders on working with employers and volunteers' https://www.educationandemployers.org/wp-content/uploads/2014/10/Primary-Futures-Guide.pdf
- Primary 'Futures: connecting life and learning in UK primary education' by Dr Anthony Mann, Dr Elnaz Kashefpakdel and Steve Iredale https://www.educationandemployers.org/wp-content/uploads/2017/05/Primary-Futures-research-essay-2017-Mann-Kashefpadkel-Iredale.pdf

> ***"One in three applicants report first thinking about HE at primary school. Disadvantaged students are more likely to consider HE later which can limit their choices … This suggests that careers information, advice and guidance (CIAG) should be embedded within primary: education."***
>
> **UCAS (2021)**

The Quality in Careers Consortium

The national Quality in Careers Consortium has introduced a scheme to endorse quality awards for careers work in primary schools. The consortium already licenses a number of awarding bodies to assess secondary schools and colleges against national criteria incorporating the Gatsby benchmarks. Some of these awarding bodies also have their own primary awards, including:

C+K Careers: Kathryn Lea-Williams Kathryn.Lea-Williams@ckcareers.org.uk

Complete Careers: Janet Hutchinson janet.hutchinson@complete-careers.com

CSW Group investorincareers@cswgroup.co.uk

Entrust Education: Alex Kenneth alex.kenneth@entrust-ed.co.uk

Hull & East Yorkshire LEP: Fiona Headridge f.headridge@heylep.com

Ixion: Michele Squire michele.squire@ixionholdings.com

Positive Steps: Kelly Baxendale inspiringiag@positive-steps.org.uk

Stoke-on-Trent City Council Primary Quality Award kelly.meir@stoke.gov.uk

You can find out more about the national endorsement of primary quality awards at https://www.qualityincareers.org.uk/careers-education-in-primary-schools/national-endorsement/

Teach First

Career-related learning in primary: The role of primary teachers and schools in preparing children for the future (2019)

https://www.teachfirst.org.uk/sites/default/files/2019-01/edemp_careerprimary-report_jan2019_v5_indv.pdf

Skills Builder

The Skills Builder Universal Framework shows how to build eight essential skills at every stage of life. https://www.skillsbuilder.org/primary

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CDI 124 -October 2021