PRIMARY CAREERS FRAMEWORK

TEES VALLEY CAREERS

TEES VALLEY COMBINED AUTHORITY | TEES VALLEY MAYOR

As part of the primary careers pilot, we have created a 'Primary Careers Framework' based on the Gatsby Benchmarks. The framework mirrors the one developed for 11-18 education establishments and is a tool to help guide you on delivering careers education provision to your pupils.

The eight benchmarks are a framework for good career guidance developed to support schools in providing students with the best possible career's education, information, advice, and guidance. They were established as part of Sir John Holman's research into what actions could improve career guidance in England and lay out what a world-class career guidance system looks like. These can be viewed below in **Table 1**.

The Gatsby Benchmarks

Gatsby Benchmarks	Description
1. A stable careers programme (GB1)	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, and employers.
2. Learning from career and labour market information (GB2)	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil (GB3)	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers (GB4)	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees (GB5)	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces (GB6)	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. Encounters with further and higher education (GB7)	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance (GB8)	Every pupil should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Framework for Key Stage 1 and 2

Key Stage 1

As part of the primary careers pilot, we have created a 'Primary Careers Framework' based on the Gatsby Benchmarks. The framework mirrors the one developed for 11-18 education establishments and is a tool to help guide you on delivering careers education provision to your pupils.

Key Stage 1 Criteria	Current practice What activities and methods are you currently doing that meet the Key Stage 1 criteria?	Suggested Activities What activities could be developed that would meet the Key stage 1 criteria?
A visible and stable Careers Programme known by all pupils, parents and teachers at all levels, governors and employers. This will be available from the school website and general school literature. **(GB1)** » Does your school currently have an appropriately trained person responsible for careers advice who could take on the role of Careers Leader? » If not, what challenges might your school face in introducing this role? (e.g. providing training) » Does your school have a link Governor leading on careers?		
Activities to enable students to be able to identify the skills needed and valued in the workplace as well as able to give examples of when these skills are being used e.g. problem-solving skills, communication skills, leadership skills, teamwork skills, negotiation skills, presentation skills, organisation skills, decision making skills, time management and positive attitude. **(GB2) (GB3)**		
» Global Entrepreneurship Week and/or Enterprise Activities/ Competitions that cover financial literacy and business awareness e.g. business enterprise challenges, branding/ marketing. **(GB2) (GB3) (GB4) (GB5) (GB6)**		
» Create opportunities to learn about what work is like or what it takes to be successful in the workplace with employer/employee encounters e.g. guest speakers, workplace visits/ site tours etc/ video resources. **(GB5) (GB6)** » Does your school have the resources available to facilitate visits to workplaces? » What obstacles might your school face in providing students with opportunities to research the labour market, supported by a trained member of staff?		
» Linking curriculum learning with careers through specific topics. E.g. visit to a place of work; presentation by sector specific organisations whose businesses is focused on Maths, Science, Creative & Digital etc. **(GB4) (GB5) (GB6)** » Does your school curriculum include career learning in its own right (either as a discrete subject or as a form of PSHE?) » Does careers learning feature as part of your school's subject teaching (e.g. discussing how mathematics might apply to real-world scenarios?)		
» Access to comprehensive and impartial careers and options resources relevant to their age range. **(GB2) (GB3)**		
» Students to have access to resources and activities so they can develop an ability to identify stereotyping and discrimination and an understanding of how this can be damaging to the careers aspirations individual and those around them. **(GB3)**		

Framework for Key Stage 1 and 2

Key Stage 2

As part of the primary careers pilot, we have created a 'Primary Careers Framework' based on the Gatsby Benchmarks. The framework mirrors the one developed for 11-18 education establishments and is a tool to help guide you on delivering careers education provision to your pupils.

Key Stage 2 Criteria	Current practice What activities and methods are you currently doing that meet the Key Stage 2 criteria?	Suggested Activities What activities could be developed that would meet the Key stage 2 criteria?
Linking curriculum learning with careers through specific topics. E.g. visit to a place of work; presentation by sector specific organisations whose businesses is focused on Maths, Science, Creative & Digital etc. **(GB4) (GB5) (GB6)**		
Activities to enable students to be able to identify the skills needed and valued in the workplace as well as able to give examples of when these skills are being used e.g. ❯ problem-solving skills ❯ communication skills ❯ leadership skills ❯ teamwork skills ❯ negotiation skills ❯ presentation skills ❯ organisation skills ❯ decision making skills ❯ time management ❯ positive attitude **(GB2) (GB3)** ❯ Does your school currently aim to challenge students' stereotypical thinking about their own futures and seek to raise aspirations? ❯ Are these methods differentiated for SEND students?		
❯ Global Entrepreneurship Week and/or Enterprise Activities/ Competitions that cover: financial literacy and business awareness e.g. business enterprise challenges, branding/ marketing. **(GB2) (GB3) (GB4) (GB5) (GB6)**		
❯ Staff to have access to labour market intelligence/information resources to highlight key areas for topics for curriculum development. **(GB2) (GB3)** ❯ Is any of the school curriculum at present informed by regional and national labour markets? ❯ If not, what would be the challenges of introducing this information into lesson plans? (e.g. needing to inform teachers' understanding of labour market trends)		
❯ Create opportunities to learn about what work is like or what it takes to be successful in the workplace with employer/employee encounters e.g. guest speakers, workplace visits/ site tours etc/ video resources. **(GB5) (GB6)** ❯ What barriers do you foresee in bringing employers into the classroom to complement of facilitate subject teaching? ❯ Does careers learning feature as part of your school's co-curricular activities and/or enrichment sessions?		
❯ Create opportunities to learn about progression at 16 and 18 through post 16 and university providers		

Key Stage 2 Criteria	Current practice What activities and methods are you currently doing that meet the Key Stage 2 criteria?	Suggested Activities What activities could be developed that would meet the Key stage 2 criteria?
» Students to have access to resources and activities so they can develop an ability to identify stereotyping and discrimination and an understanding of how this can be damaging to the careers aspirations individual and those around them. **(GB3)**		
A visible and stable Careers Programme known by all pupils, parents and teachers at all levels, governors and employers. This will be available from the school website and general school literature. **(GB1)**		
» Access to comprehensive and impartial careers and options resources relevant to their age range. **(GB2) (GB3)**		
» Students to have access to resources and activities so they can develop an ability to identify stereotyping and discrimination and an understanding of how this can be damaging to the careers aspirations individual and those around them. **(GB3)**		
» Contact with young ambassadors e.g. alumni from; secondary, universities, colleges, sixth form, special schools and colleges. Apprentices, employees, entrepreneurs sharing their career stories. **(GB5) (GB7)**. » Does your school currently have a relationship with local colleges/ universities? » To what extent does your school currently make students aware of workplace study opportunities (such as apprenticeships)? » If so, what is the nature of this relationship and how might it be exploited to help students learn about future learning routes (academic and vocational)?		
» Does your school currently have established employer contacts? » If yes, how extensive and diverse is this contact list? » If no, what barriers might your school face in establishing employer contacts? » Does your school invite alumni in to engage with current students? » If no, in what ways might you be able to introduce this into your school's current provision?		