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tes

How paying support staff a fair wage could tip schools over the edge

Of course sarcasm is just great for the classroom

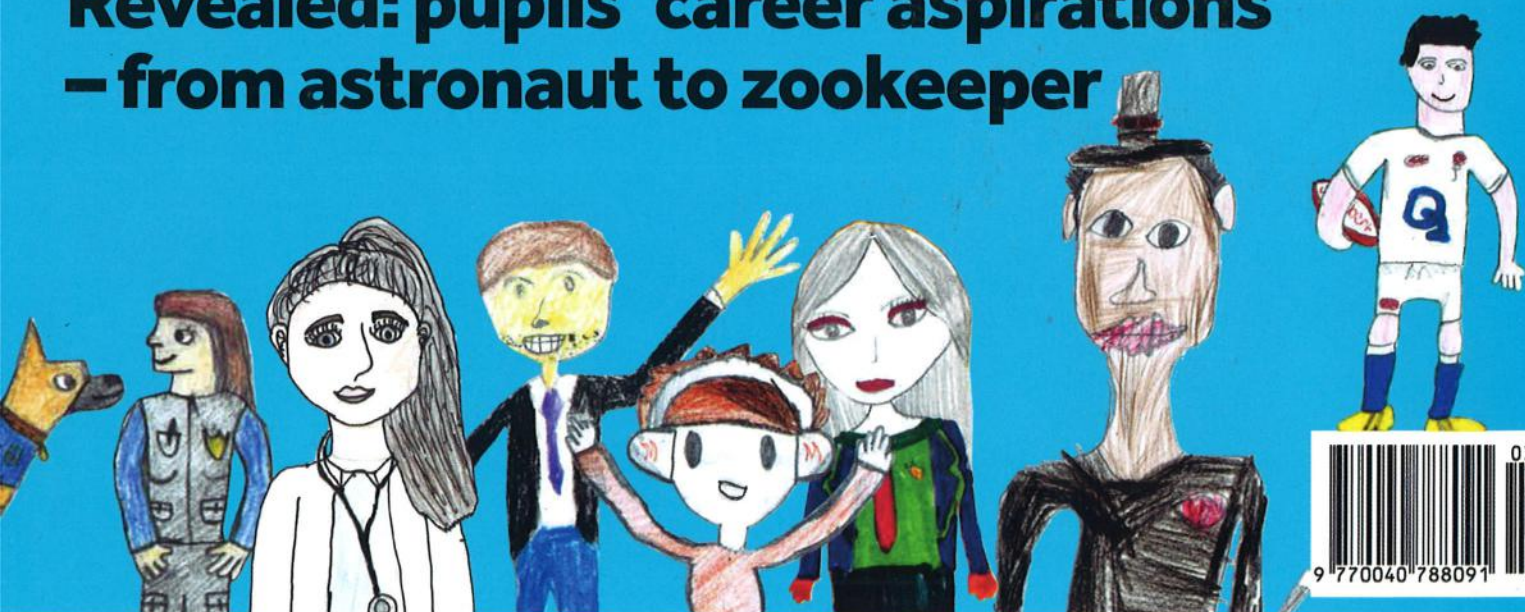
A decade without a visit from Ofsted: but is it a blessing or a curse?

Why good schools need lessons in bad behaviour



When I grow up, I want to be...

**Revealed: pupils' career aspirations
– from astronaut to zookeeper**



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Editorial

The future's bright (especially if you're middle-class and male)

When I was a little girl, what I wanted to be when I grew up changed by the week.

I wanted to be a librarian because I loved books and libraries (probably the worst job in the world for someone as talkative as me); join the RAF because my elder sister dated a couple of corporals (second worst job; I don't take orders well); and an air-traffic controller because an uncle worked in the Heathrow control tower (third worst job – I have the attention span of the current US president).

What all these jobs had in common was that I knew of them and could see people who did them. Perhaps I was unimaginative, but I was certainly not unusual. Most children “have a very narrow view of the world of work and their aspirations are limited to who they meet”, according to Elnaz Kashef, head of research for Education and Employers, which asked primary pupils to draw what they wanted to be when adults (see pages 34-43).

The results are fascinating. The top job among the more than 13,000 7- to 11-year-olds who took part was sportsman/woman and their favourite subject was mathematics. But analysing the figures by more deprived areas confirmed what we have suspected: children's ambitions are hampered by socioeconomic status and lack of exposure to a variety of careers. So children in poorer areas chose mechanic over engineer and sales assistant over manager.

Also worrying was how already at that tender age gender stereotyping had a firm grip over children and limited their options.

Not many of either sex want to do what I do now – journalism (0.1 per cent and more girls than boys) – and not many more want to be the people who can actually do something to change the future – politicians,

at only 0.2 per cent, with more boys wanting to do it than girls.

That this is the case despite having a woman in charge of the country says a lot about their perceptions and what they see around them and on TV.

If we look through their eyes, how is the prime minister portrayed despite her importance? There is a constant search for her weaknesses (did she waver or was she strong and stable?), her emotional vulnerability (did she cry?) and a scrutiny of her appearance (how tired/ill does she look?) and her clothes (what *was* she wearing?).

Of course, Theresa May doesn't help when she refers to “boy jobs and girl jobs” and has a cabinet reshuffle in which she gives in to two male ministers who want to stay in post but not to the female, with whom she holds firm.

And how was that woman portrayed in the weeks leading up to this? The briefings were of her irritating the PM with her “chitter-chatter” and her “patronising tone”.

That put the education secretary in her place. Forget any competence in the job, her tendency to talk too much in Cabinet meetings was a bigger threat to this country than the failure of the Brexit secretary to prepare us adequately for the biggest economic challenge we will face since the second world war or our bumbling buffoon of a foreign secretary who put a British citizen's life at risk (I wonder what he wants to be when he grows up?).

So hello to Damian Hinds (grammar school, Altrincham; philosophy, politics and economics, University of Oxford; president of the Oxford Union) and goodbye Justine Greening (comprehensive school, Rotherham; business economics and accounting, University of Southampton).

Children, by all means dream and continue to draw yourself wonderful futures, but don't forget that in 2018 where you come from and what sex you are still strongly determine who you become and how far you can go. ●

@AnnMroz

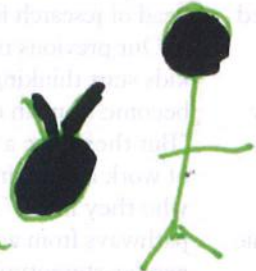


Teacher, tailor, YouTuber, spy

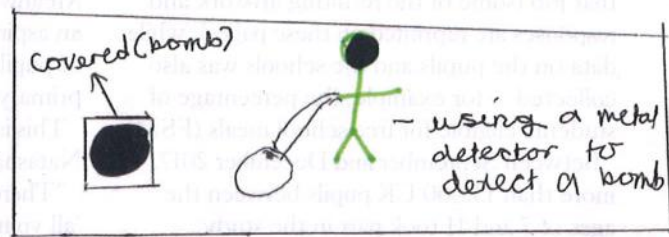
A research project into the career aspirations of 13,000 primary students shares its results exclusively with *Tes* – the findings suggest poverty and gender are still too influential in how children see their future, says **Helen Amass**

I would like to be:
bomb defuser
~~a cricket player~~

I would like to do this job because people are praying to god to stop terror attacks and if I am in the area and I can prevent bomb I would stop people from losing their lives.



Me detecting a bomb



When I grow up I want to be:.....Bomb defuser.....

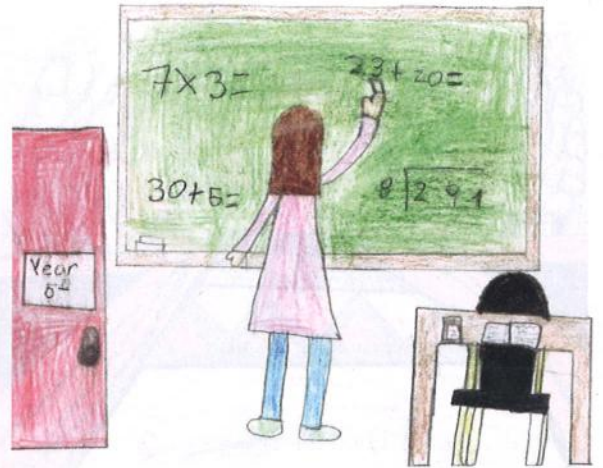


When I grow up I want to be: Astronaut

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job? My parents told me about it



When I grow up I want to be: A Teacher

Do you personally know anyone who does this job? Yes No

If yes, who are they? My teacher, Mrs Caithness

If no, how do you know about this job?

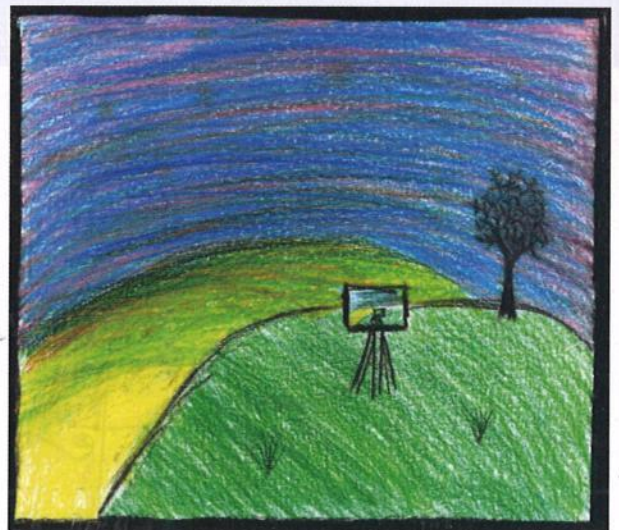


When I grow up I want to be: Theatrical Make up Artist

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job? I like make up so I decided to be a theatrical make up artist



When I grow up I want to be: An Artist

Do you personally know anyone who does this job? Yes No

If yes, who are they? My Mum did have an art shop and has done illustrations for a book

If no, how do you know about this job?

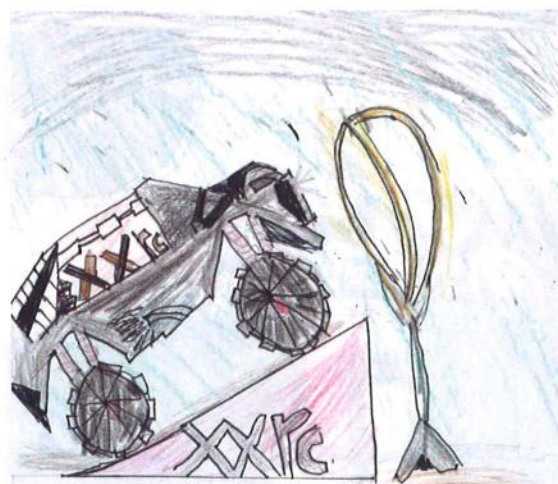


When I grow up I want to be: DJ

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job? My brother's friend is a DJ



Stunt Driver

When I grow up I want to be:

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job? I know about it because I know lots about cars



Doctor

When I grow up I want to be:

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job? I have been to the doctors



Professional climber

When I grow up I want to be:

Do you personally know anyone who does this job? Yes No

If yes, who are they? My climbing instructor

If no, how do you know about this job?



When I grow up I want to be: Electric engineer

Do you personally know anyone who does this job? Yes No

If yes, who are they? They are my auntie named Bushra!

If no, how do you know about this job?



When I grow up I want to be: Runner

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job? Because I see it on TV

with the subjects they named as their favourites (see box, "Top five school subjects, overall and by gender", below). While "sportsman/woman" was the top job, the top subject was maths, chosen by a third (33 per cent) of pupils, followed by art and design, chosen by more than one fifth (22 per cent) of pupils. PE, meanwhile, was third on the list, chosen by 16 per cent of pupils.

This suggests that children may not see a clear connection between what they study in lessons and the careers that will be open to them in future.

The research also confirmed what the charity had feared: aspirations were being

limited by socioeconomic status and lack of exposure to a variety of careers.

Diving below the headline figures, there is some evidence that children in deprived schools aspire to professions in lower-earning sectors. So those in more-deprived areas were more likely to pick mechanic, whereas those in less-deprived areas would pick engineer; the same went for sales assistant and manager, and police and lawyer.

"There is also some evidence that certain creative professions with very high barriers to entry are more popular to boys in less-deprived schools, such as being a singer/musician, actor/actress and author," says

Kashef. "Among girls, architects, engineers and vets are more popular in less deprived schools, whereas hairdresser, nurse, retail sales assistant and beauty therapist are more popular in the more deprived schools."

Limited aspirations


For Lee Elliot Major, chief executive of the Sutton Trust, this is a big concern.

"Our research has shown just how much aspirations matter in shaping young people's outcomes after school, so it is worrying that poorer young people are more limited in the jobs they aspire to," he explains. "They may not see career paths like medicine and law as a reality for them, even if they have the potential to get there."

But according to the data, economic background is not the only factor that could limit children's aspirations. When you split the results by gender, it becomes clear that stereotyping is still entrenched, even at a young age. Hairdresser, nurse, dancer and fashion designer all feature highly in girls'

Top five school subjects, overall and by gender

Overall	Girls	Boys
Maths 33%	Art and design 31%	Maths 38%
Art and design 22%	Maths 27%	PE 22%
PE 16%	English 16%	Art and design 12%
English 13%	PE 10%	English 9%
Science 7%	Science 7%	Science 8%



When I grow up I want to be: Professional rugby player

Do you personally know anyone who does this job? Yes No

If yes, who are they? Jack Knowell

If no, how do you know about this job?



When I grow up I want to be: Magician

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job? I've seen them on TV

career choices, while boys favour jobs such as mechanic, engineer, airline pilot and roles in the armed forces (see box, "Top five jobs that primary pupils aspire to by gender", below).

This gender split is particularly troubling to Mumsnet founder and chief executive Justine Roberts. "Gender stereotyping is pernicious and parents have to fight against it on many fronts," she says. "Overcoming barriers to women's full participation in all fields of work won't just be good for women and the men they live and work alongside; it will be good for children, too."

For Devon, the stereotyping of boys' roles is equally a matter for concern, particularly

considering that while "teacher" is the top job for girls, it falls to seventh on the boys' list.

"In light of the relative dearth of male teachers and therefore male role models for children, I'm troubled that far more girls want to go into teaching than boys," Devon says. "It's important for children's role models to be diverse."

So if children's career aspirations really are being limited by poverty and by exposure to careers, what can we do about it?

"This research holds messages for schools about the importance of getting kids to meet a wide range of volunteers from the world of work in order to tackle gender stereotyping

from an early age and to broaden their horizons," says Nick Chambers, chief executive of Education and Employers.

The main issue, he believes, is career visibility. If this is the case, then the problem should, in theory, be relatively easy to fix. Chambers thinks schools could make a real difference by organising visits from a greater variety of people working in different sectors, something that his charity Primary Futures facilitates, giving primary schools access to 40,000 volunteers in diverse careers.

"Kids don't know what they don't know. So, we would like to invite employers to connect with their local schools and help

Top five jobs that primary pupils aspire to by gender

Girls (ranked from top to bottom)

Teacher/Lecturer	18.55%
Vet	11.16%
Sportsman/woman	9.00%
Doctor	6.76%
Artist	6.18%
Singer/Musician	5.78%
Hairdresser	3.77%
Scientist	3.24%
Dancer	3.09%
Nurse/Health visitor	2.92%

Boys (ranked from top to bottom)

Sportsman/woman	34.11%
Social media and gaming	9.39%
Police	8.19%
Army/Navy/Air force/Firefighter	5.75%
Scientist	5.28%
Engineer (civil, mechanical, electrical)	4.30%
Teacher/Lecturer	2.93%
Doctor	2.68%
Vet	2.40%
Mechanic	2.14%



When I grow up I want to be: A vet in a zoo

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job? I think this is a good job because you take care of animals



When I grow up I want to be: A brain surgeon!

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job? I read this book called 'The Brain' and I was very interested. Also, my dad told me about the brain



When I grow up I want to be: Actor (famous one)

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job? I watch movies



When I grow up I want to be: Police dog trainer

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job? Because I have seen people do it in movies.

When I grow up I want to be: Youtuber

Do you personally know anyone who does this job? Yes No

If yes, who are they? It is someone called guava juice

If no, how do you know about this job?

When I grow up I want to be: Marine biologist

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job? I watch information about this

When I grow up I want to be: Archeologist

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job? I know because I have been reading books about the discoveries.

When I grow up I want to be: Pianist

Do you personally know anyone who does this job? Yes No

If yes, who are they?

If no, how do you know about this job?



When I grow up I want to be: Part of the forensics

Do you personally know anyone who does this job? Yes No

If yes, who are they?.....

If no, how do you know about this job? I watch lots of forensics on TV



When I grow up I want to be: Pilot

Do you personally know anyone who does this job? Yes No

If yes, who are they?.....

If no, how do you know about this job? Because I have seen them before.

the next generation of Britain's talent be better informed about the opportunities ahead of them. We know from evidence that this has a large impact on their journey to adulthood," he says.

Michelle Doyle-Wildman, acting CEO of parents' organisation PTA UK, suggests that reaching out to parents could be an easy way to access a selection of candidates for visits.

"We know from other research that children cite their parents as their top role models. So schools should seek to actively engage parents and carers to share their experiences and talk about their jobs in the classroom," she advises.

However, Gill Collinson, of the National Stem Learning Network, has some words of caution about oversimplifying the problem.

She stresses that there are multiple factors that influence a young person's view of their preferred job, so we mustn't fall into the trap of seeing visibility as the "silver bullet".

"Teachers, parents and others need to adopt a 'multi-pronged' approach to shifting the career decisions of young people," she explains. "We need to be aware that students' choices are complex."

Wilkinson agrees that improving visibility alone will not fix careers education. "Lots of my classmates wanted to be firemen and policemen, teachers or airhostesses when I was in primary school because they came into school and gave talks. But none of my friends went on to join these professions," she remembers.

A holistic approach would be welcomed by Chambers, but he insists that careers education at primary should be part of the plan. He believes the research his team has conducted with the *Drawing the Future* survey proves many children have limited views on careers at an early age and that we have a duty to level the playing field.

"If the UK is serious about improving social mobility, we need to ensure that we start from primary," he says.

Start earlier and children may still wish to be one of the top 10 options, of course, but at least you plant a seed that there is more out there in the world of work than they imagine. That might stir a new passion for a certain subject and provide a foundation for future aspirations and choices. And it might mean the child with visions of a fidget-spinner empire expands their remit to supplying the whole gamut of classroom fads. ●



Helen Amass is deputy features editor for Tes and a former teacher. She tweets @Helen_Amass

Drawing the future

Between September and December 2017, Education and Employers surveyed 13,000 children between the ages of 7 and 11 in the UK about their career aspirations. Each pupil was

given a form to complete, which asked them what they wanted to be when they grow up. Researchers gathered additional data about pupils' gender, race and schools' socioeconomic background,

so they could analyse pupils' responses against these factors. Teachers took part on a voluntary basis; they collected the data in school and sent pupils' responses back to the research team.