



Scaling Up: Developing and extending career-related learning in primary schools

An evaluation of the pilot to understand how the Primary Futures programme could be scaled up and the impact of interventions in primary schools

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Executive Summary

Introduction:

This report looks at the impact of Primary Futures and explores how the programme can be scaled up.

Primary Futures connects primary schools with volunteers from a wide range of diverse backgrounds, with different career journeys and doing different jobs. Schools are connected with volunteers via a secure state of the art online technology platform, empowering schools to organise events in which volunteers chat to children about their jobs and show how their time at school is relevant to their future lives and the opportunities open to them, regardless of their gender, social or ethnic background.

Findings demonstrate impact on motivations, broadening horizons, and tackling stereotypes:

The evidence from children's feedback echoes post-event forms from teachers. This shows gains in attitude to school and learning, which can support engagement and attainment, as well as positive impacts on children's ambition, confidence, and ideas about future careers:

- 82% agreed *"I now understand how learning maths/English/science can be useful in many jobs"*, rising to 84% among children from the most deprived primary schools.
- Investigating attitudes towards jobs, school, and skills, around three quarters or more of pupils typically report that the event helped them learn more or improved their motivation.
- 25% of children said they had changed their mind about what they want to do when older as a result of interacting with volunteers.
- For children participating in the targeted model providing baseline and endline survey data, the strongest shifts in attitude over time were in young people knowing about a greater range of jobs (10.8%pts net positive shift), thinking they can do anything when they grow up (9.1%pts), and considering that science and engineering are for people like them (7.4%pts).

Dosage response effect:

Children are more likely to be able to name a job they are interested in, or feel positive about school, if they have done more activities or heard about more jobs – evidence of a "dosage response" effect that gives confidence that the activities themselves are contributing to positive outcomes and broader horizons.

Disadvantaged children benefit the same as, and often more than, those from other backgrounds:

Across almost all measures of outcomes, the feedback found that children from schools with a high proportion of Free School Meals (FSM >30%) benefit the same and often more, than those from schools with a lower proportion of FSM. This is important as many children from disadvantaged backgrounds do not have the opportunity to meet a wide range of successful professionals. They may have high aspirations, but these aspirations might be quite narrow, simply because of the small number of possible role models from the world of work they have the opportunity to meet.

At Fair Furlong Primary (Bristol), teachers ranked aspirations as being the biggest barrier to learning for Pupil Premium children (50% of the school). Primary Futures sessions were used to boost aspirations as part of strategic improvements.

Teachers frequently describe examples of 'light-bulb' moments for individual children from less advantaged backgrounds, where hearing from a volunteer has helped change their attitude towards school. For instance, the Principal of Danesholme Infant Academy (Corby, Northamptonshire) spoke about a Year 2 boy who had been a reluctant reader, but had since taken a great interest in reading once he learned that this was necessary to achieve his dream of becoming a police officer.

Proof of concept of a national programme to support career-related learning in primary schools, uniquely positioned to scale at low-cost, with sustainable employer contributions:

The Primary Futures programme has been established and run in partnership with the National Association of Head Teachers (NAHT) for seven years, developing a digital platform that enables schools to connect with a diverse range of volunteers from the world of work. The platform has been built with cumulative investment of over £2m, including pro bono support from the private sector, such as Deloitte and Salesforce. It enables teachers to plan events by searching volunteers in specified geographies and sectors, initiating large-scale communication with volunteers, and managing follow-up.

With a large pool of volunteers from diverse backgrounds, strong brand recognition for schools, and thousands of teachers registered, the platform

“ Despite children accessing this remotely, pupils were hooked and inspired. They were given first-hand insight into varied careers and industries and were given the time to explore this in a supportive, fun forum. The volunteers were knowledgeable and helped to inspire pupils’ engagement. Feedback has been excellent and this has been from parents too who were also able to watch alongside their children at home. The assembly has inspired further learning and has energised the ambition of some of our hard-to-reach pupils. ”

Headteacher, Bentley High Street Primary, Doncaster

is an effective tool for running volunteer-supported projects at scale and at low cost.

This unique mix also offers a route to low-cost sustainability as teachers build their confidence and can self-serve future events directly on the platform, providing funding remains available for support costs (IT and development work; volunteer and teacher onboarding; awareness-building).

Other countries have recognised the programme’s impact, for example the New Zealand government is rolling out Primary Futures to every school in the country.

A lasting legacy poised to meet the needs of children and schools during and after the pandemic:

The pandemic has been particularly difficult for young people, especially for those from disadvantaged communities. Teachers and parents report concerns over children’s motivation for education, well-being, and the likely resulting impact on social mobility. As an education charity, Education and Employers believes that a child’s background shouldn’t determine their future – that children should be given the best possible start in life, regardless of where they were born or the jobs their parents/carers do.

Primary Futures provides a way to change this, harnessing the power and passion of people to volunteer, and utilising the expertise of teachers and schools. It provides primary-aged children the chance to meet people beyond their immediate family networks. People who can help challenge the stereotypical views that can often limit children’s ambitions and life choices.

Benefits of virtual delivery:

Additional funding from the Careers and Enterprise’s Primary Fund, enhanced by funding from AKO Foundation and COVID-19 relief funding from Bank of America, enabled a successful transition to virtual interactive activities in response to COVID-19.

Positive links are consistently found both for virtual interactive events and for face-to-face events, suggesting that the benefits of virtual delivery outweigh any disadvantages of the medium.

This new virtual model further expands the potential of Primary Futures to deliver at scale across the country, enabling all schools to have direct access to a wide range of diverse volunteers, not limited by geography, and to motivate and inspire children whilst making important connections with the outside world.

In addition, flexible, pre-recorded resources with interactive elements can be used in the classroom and at home, when certain bubbles have to self-isolate. They also provide an alternative approach for younger classes and an easy ‘taster’ or access point, especially for schools new to career-related learning or Primary Futures.

Sample size:

Despite a challenging period of delivery due to the pandemic and resulting partial closures of schools, the project successfully engaged 370 primary schools and 67,338 children, exceeding the target of 29,250 children by 230%. Feedback was obtained from c.10,000 children representing what is believed to be the largest study of the impact of these types of activities globally.

This previous investment and strong links with both schools and employers meant that, despite a very challenging delivery period during COVID-19, the team were able to deliver, and often exceed, project targets.

Next steps:

With consistent qualitative and quantitative feedback from teachers and children, reinforced by pre/post and dosage response analysis, the next step in demonstrating impact requires the operational support and funding to drive comparison group trials. Such trials, if a priority for funders, can be embarked on with confidence, with research able to strengthen understanding of the scale and duration of positive effects, how career-related learning interacts with other activities, and how best to support disadvantaged groups.

Introduction

This report sets out the evaluation of the scaling up of the Education and Employers / National Association of Head Teachers Primary Futures programme, funded by the Department for Education via the Careers & Enterprise Company Primary Fund with additional financial support from the AKO Foundation and Bank of America. The Primary Fund is designed to look at the impact of interventions in primary schools and understand how programmes can be scaled up.

Primary Futures connects primary schools with volunteers from a wide range of diverse backgrounds, with different career journeys and doing different jobs. Schools are connected with volunteers via a secure state of the art online technology platform, empowering schools to organise events in which volunteers chat to children about their jobs and show how their time at school is relevant to their future lives and the opportunities open to them, regardless of their gender, social or ethnic background.

The Careers & Enterprise Company funding enabled a shift in approach for Primary Futures, developing and testing a new delivery model, gathering teacher and pupil feedback data on a scale not previously possible, including pre/post event data. Contributions from the AKO Foundation and Bank of America were essential for maintaining the programme during the extra costs incurred during the COVID-19 pandemic and for funding the transformation from face-to-face to virtual delivery of events which necessitated more hands-on facilitative support for schools. The new delivery model includes more intensive support to teachers than normally available on the platform: the development of CPD and learning resources for teachers, new programmes of work and activity packs to use with learners, and one-to-one support from the project team to help teachers design their activity in line with pupil needs, engage volunteers, and run the event on the day. Education and Employers also tested a new 'targeted model' of delivering support to schools, working with teachers over an extended period of time for multiple events to support embeddedness of career-related learning in these schools' curricular and enrichment activities, rather than providing support tailored around one particular event.

The report is based on baseline and endline data collected from children participating in the 'targeted model' of multiple events, and quantitative analysis of 9,835 responses from children who attended Primary Futures activities and their teachers under our 'universal

model'. The data for this report were collected up to the end of January 2021, representing the conclusion of the funding for the programme in its current form.

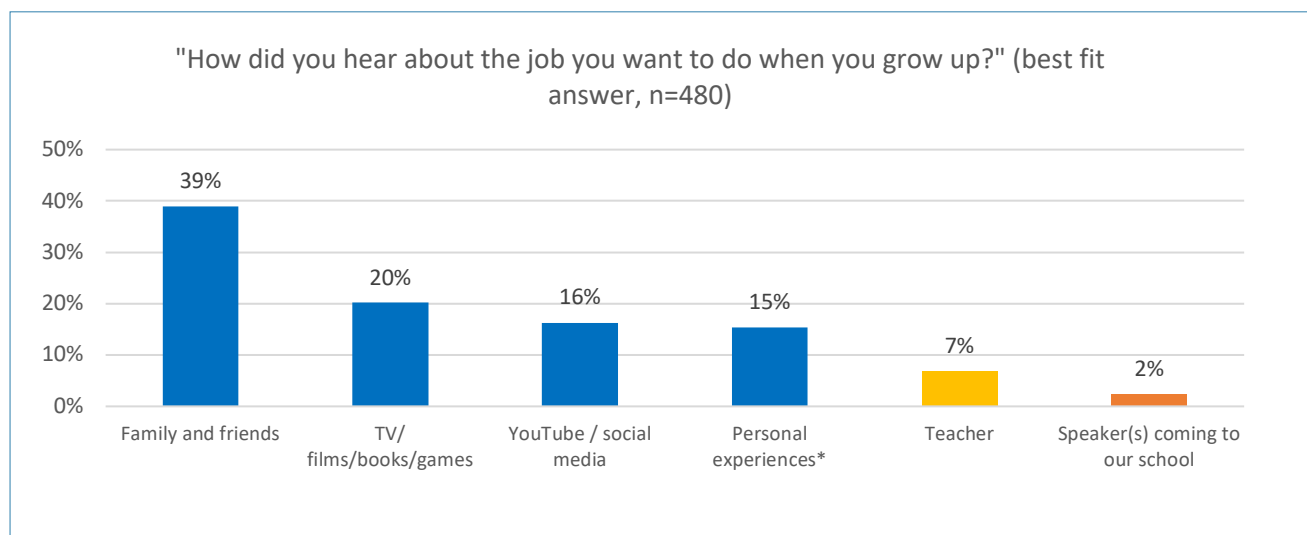
Background and overview

The Primary Futures programme has been run in partnership with the National Association of Head Teachers (NAHT) for seven years, developing a major platform that enables schools to connect directly with volunteers. The digital platform has been built with cumulative investment of over £2m, including pro bono support from the private sector, such as Deloitte and Salesforce, and enables teachers to plan events from within the platform: searching volunteers in specified geographies and sectors, initiating large-scale communication with volunteers, tracking who is engaged in which event, and managing follow-up.

With over 60,000 volunteers and 13,000 teachers registered on the searchable database as of February 2021, the platform is a valuable tool for running projects like this at scale and at low cost. As the country begins its recovery from the pandemic and schools are fully open, the platform offers a route to low-cost sustainability as teachers build their confidence and can self-serve future events directly on the platform, provided funding remains available for annual maintenance costs of managing the IT infrastructure, support costs for volunteer and teacher onboarding and Q&A, awareness building, and ongoing investment in the technology to meet the increasingly high expectations of technology users and staffing to continue upskilling and supporting teachers to maximise use of the system to meet their objectives.

With the use of this platform and the seed funding, Education and Employers designed a project to proactively engage 330 primary schools in England and provide effective career-related learning (CRL) to benefit more than 22,500 primary aged children. Both of these headline targets were exceeded in the project to reach 370 schools and 67,338 children, contributing

Figure 1: Baseline survey of children in targeted intervention



* e.g. going to the doctors, seeing a bus driver on the way to school.

to embedding this schools-led career-related learning programme and to develop CRL tailored to the needs of pupils.

The intervention comprises at least one CRL activity per term, provision of teacher training (Continuing Professional Development; CPD) on CRL, a set of take-home resources for parents to participate in their children's career exploration, and tailored marketing and communications and how-to support from the Primary Futures team, which intensified to facilitative hands-on support during the pandemic.

One of the underlying motivations for Primary Futures is the observation that children overwhelmingly get their ideas about future jobs from family and friends, from TV/media, or from their day-to-day exposure, see Figure 1. Few hear about jobs from volunteers from the world of work coming to their school (2%), or even from their teachers (7%).

While family will always remain the strongest influence on young children's thinking, children will get broader and more rounded views on the many diverse routes their future might take if they also hear more about the world of work from external people – people beyond their immediate networks. It is the ambition of Primary Futures that every young person in the UK, wherever they live, whatever their parents' or carers' circumstances, has the opportunity to hear first-hand about many different jobs and the world of work. We want our young people to become excited by learning and by their potential, to see the diversity of what is possible, and to make informed decisions about their future.

The potential for a new programme to change practice can be seen in the analysis of baseline schools, reported in the Interim Report, on the low levels of diversity and reach that schools currently employ for CRL activities. 61% of our participating primary schools said they usually invite volunteers from the world of work via informal networks, such as parents and friends, followed by 15% who approach volunteers directly, such as by using social media or writing letters. Only 9% used online match-making services like Primary Futures. Increased use of online services relative to this low baseline has significant potential to increase the volume and diversity of volunteers available to come to school, as well as reducing the frictions involved for both teachers and volunteers in connecting.

Impact Assessment and Theory of Change

The impact assessment of this project draws on feedback forms, pre/post surveys, interviews, and long-term case studies with schools participating in the targeted model. The assessment uses the Theory of Change submitted as part of the application (see overleaf) to measure outcomes. The outcomes highlighted in it are:

Immediate outcomes include:

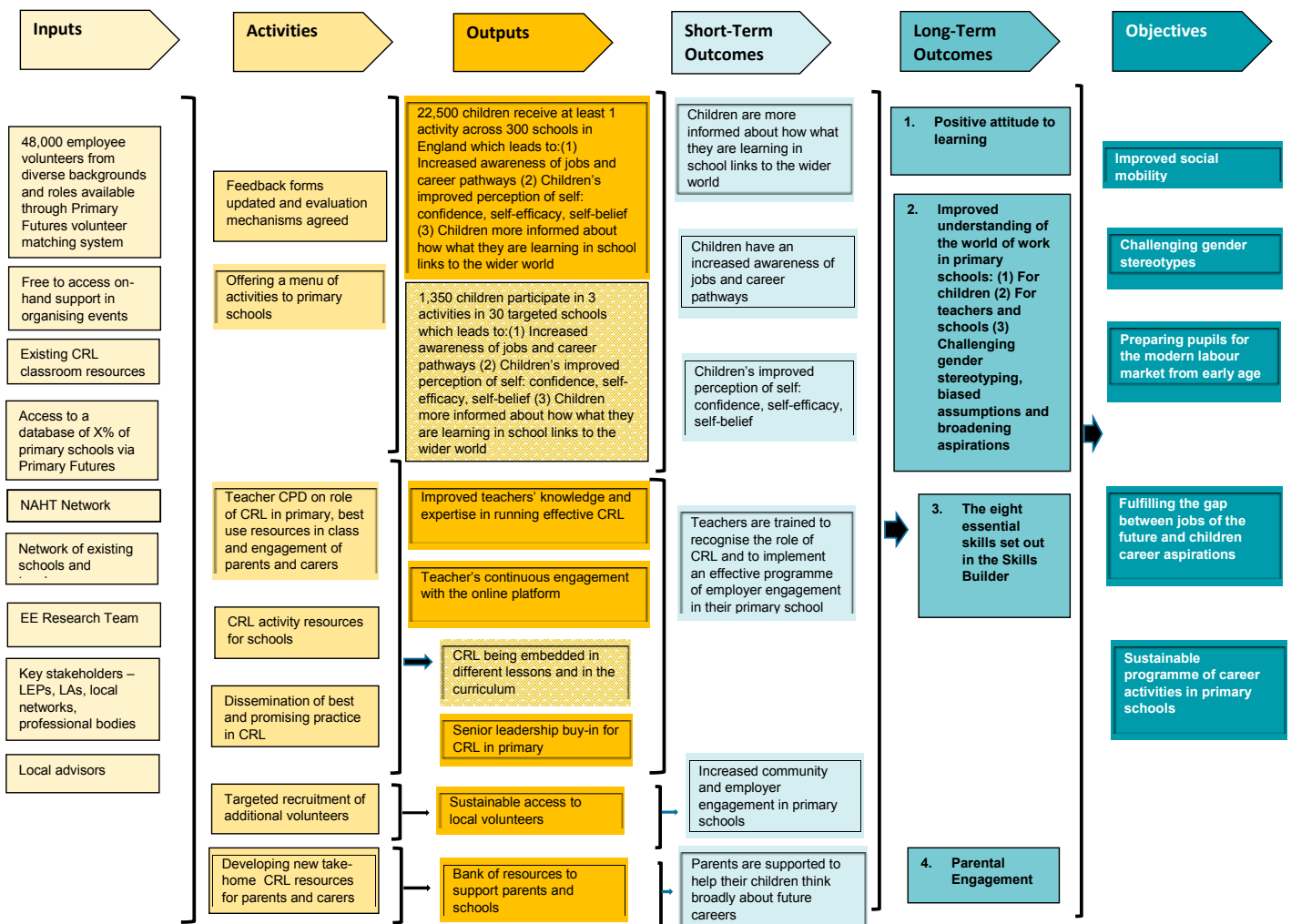
- Children are more informed about the links from their learning to the wider world
- Children have increased awareness of jobs and career pathways
- Children have improved perception of self-confidence, self-efficacy, and self-belief

- Teachers are trained to recognise the role of CRL and to implement employer engagement
- Increased community and employer engagement in primary schools
- Parents are supported to help their children think broadly about future careers.
- Challenging gender stereotyping, biased assumptions, and broadening aspirations
- Improvements in the eight essential skills set out in the Skills Builder
- Improved parental engagement.

Measures that support long-term outcomes include:

- Positive attitude towards learning
- Improved understanding of the world of work in primary schools, for children and teachers

Theory of Change: Primary Futures [Education and Employers]



Evaluation approach

At the proposal stage, 330 schools were intended to take part in the project all of whom agreed to be named on the application and completed the required administrative forms from the fund. 300 of these schools would be participating in the Universal Model and 30 in the Targeted Model. The aim is to help CRL become a mainstream part of the school year and be teacher-led across these schools, whether Universal or Targeted.

The schools engaged in this project fall into one of two categories:

- 1) Schools doing one supported activity throughout the project (Universal Model)
- 2) Schools doing approximately three supported activities across the project (Targeted Model)

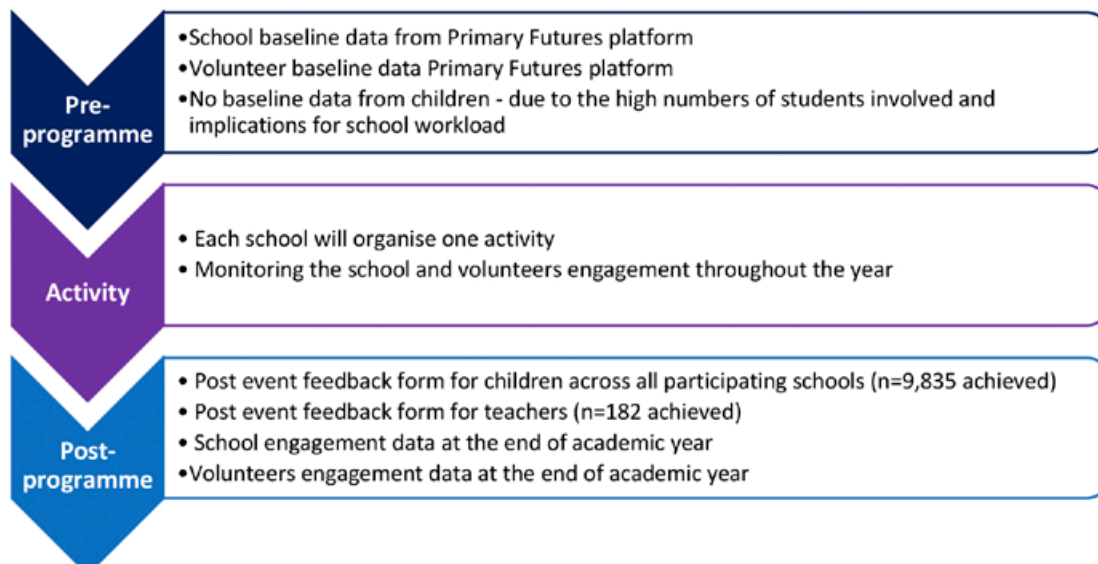
Universal Model

In this model as it was initially conceived, 300 schools register on the Primary Futures platform and, with the help of the Primary Futures staff, organise at least one CRL activity for their children, typically lasting between 20 minutes and an hour. Teachers choose from a menu of activities available on the Primary Futures platform, with the majority opting for a Primary Futures “What’s My Line” job-guessing format session, often followed by more in-depth classroom chats and Q&A.

In the *What’s My Line?* activity, a group of volunteers from a range of backgrounds line up in an assembly and children will guess their jobs using volunteers’ prompts. This is an interactive question and answer format. The volunteers reveal who they are and what they do, then give a short informal presentation. The children are asked to fill in a survey at the end of the

event. While the *What’s My Line?* assemblies often involve whole schools, feedback is most commonly returned from the smaller sample of selected groups who take part in both the *What’s My Line?* session and the classroom chats. In a face-to-face setting, classroom chats often take a carousel approach, breaking the pupils up into small groups with one volunteer each, so that more shy pupils have more opportunity to engage and have more authentic experiences with each volunteer. Classroom chats, which were also a popular format for virtual activities, enable children to hear from a range of volunteers who give a short presentation about what they do followed by a question and answer session with prompts provided from the teachers and guidance resources from the Primary Futures team. Often these will focus on a theme which might be a topic or curriculum subject which the volunteers link to their jobs although some keep the aim on breadth of very different jobs which help broaden horizons and tackle potential stereotypes.

Data for the impact assessment for the universal model was collated as follows:



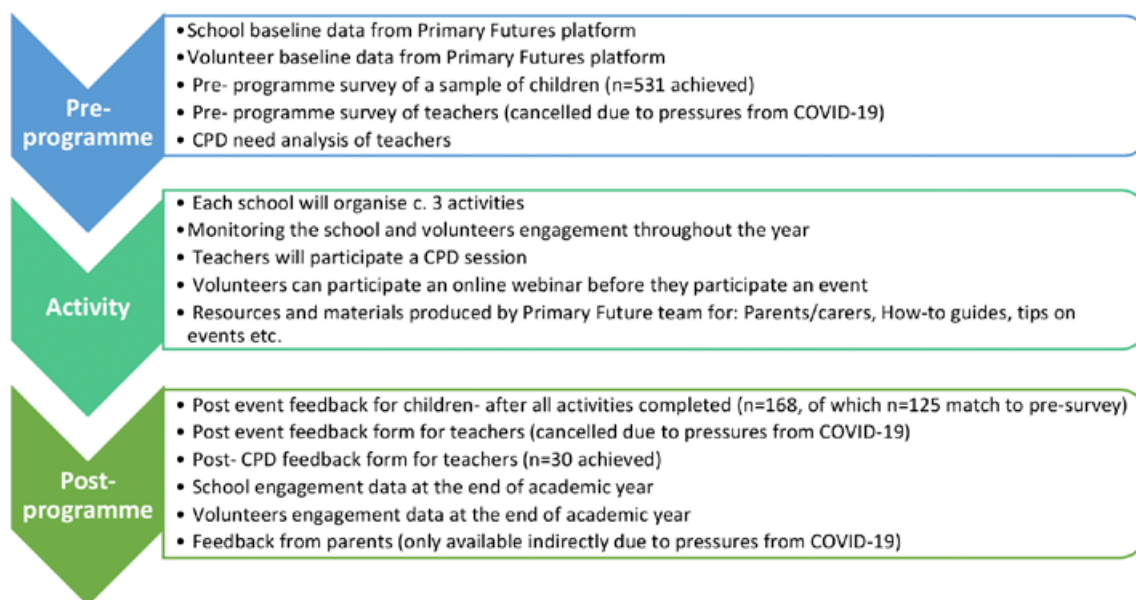
Targeted model

The Targeted Model was planned to address 30 schools in Cornwall, Swindon, Wiltshire, and Northamptonshire running 3 CRL activities across the academic year, provision of teacher training on CRL, a set of take-home resources for parents to participate in their children's career exploration and tailored marketing and communications advice from the Primary Futures team. At the end of the project we had 26 schools complete the targeted model of which there are nine schools for which we have endline and baseline data. For the nine schools providing the full set of evaluation data, seven did three CRL activities, one did two activities, and one did four activities – sometimes the activities all took place in a single term and others were spread

over three to four terms, depending on the operational constraints of the school and how its planning responded to the pandemic. The schools were:

- Danesholme Infant Academy
- Danesholme Junior Academy
- Kennall Vale School
- Kingswood Primary Academy
- Netley Primary School & Centre for Autism
- Otterham Community Primary School
- Pewsey Primary School
- Redland Primary School
- St Teath Community Primary School

Targeted model data was collated as follows:



Revised elements of the targeted model evaluation: Teacher and parental feedback

Some data collection activities were revised as a result of the pressure that schools and teachers reported being under with COVID-19. Given that teacher feedback was available from the universal model and the lower priority of pre/post evidence on teachers compared to children, collecting additional teacher feedback was deprioritised in the targeted model in place of case studies.

Similarly, it proved unreasonable to engage parent feedback at scale, given the pressures parents were under and the difficulties many schools were facing

in engaging parents, along with the need to focus limited engagement time on urgent COVID-19 matters, wellbeing, participation, and curriculum matters. The reduced involvement of parents in school-related activities outside of Primary Futures was also reported by schools participating in our programme. For instance, where they would ordinarily involve parents for example in careers fairs or other employer engagement activities, this was limited due to parents not being able to visit the school.

In our teacher interviews for case studies, two made particular mention of parent engagement:

“We were very fortunate to be able to have Primary Futures lead a *What’s My Line* assembly at our school. The careers featured were engaging and perfectly matched to our context. Despite children accessing this remotely, pupils were hooked and inspired. They were given first-hand insight into varied careers and industries and were given the time to explore this in a supportive, fun forum. The volunteers were knowledgeable and helped to inspire pupil’s engagement. Feedback has been excellent and this has been from parents too who were also able to watch alongside their children at home. The assembly has inspired further learning and has energised the ambition of some of our hard to reach pupils.”

Rebecca Austwick, Headteacher,
Bentley High Street Primary

“Last year we ran a careers fair during our traditional parent evening. Volunteers came and talked about their jobs. Lots of parents did come and had good feedback, but we can’t run that this year because of COVID-19. The objective was raising awareness of careers for parents, also to expose them to professions in the local area to reduce insularity and to get them to talk about the future and what they want with their child. Futures and careers is never really talked about at primary schools and certainly never with parents in an area of poverty where many are concerned with putting the food on the table.”

Naheeda Azam, Assistant Head,
Newhall Park Primary

As we begin to return to normal after the pandemic, we would like to undertake further research to understand the nature and diversity of parent interactions with primary career-related learning and with employer supported events, and how to get the most value of parent engagement.





Mini case-study

Primary Futures as part of pupil premium strategy

Michelle Giblin is Lead Practitioner for Pupil Premium at Joseph Cash Primary in Coventry.

Within her pupil premium role she has a remit to raise pupils' aspirations and she is also particularly interested in reaching the pupils that are still disadvantaged but not eligible for pupil premium. Her school is in area of high deprivation and many children, particularly those from White British backgrounds, may come from three or four generations of unemployment.

Michelle had been aware of Primary Futures for a few years and keen to get involved, but had been unsure how to get started. When the offer of a free, facilitated whole-school activity became available through this project, she jumped on it.

Michelle really valued the planning support from the Primary Futures team to set up the event and invite volunteers, carry out test calls and timetable the session as well as the facilitation on the day. The support relieved her of concerns about volunteers not being able to attend at the last minute, something that she felt more comfortable contingency planning for during in-school events.

The experience of a facilitated virtual session has demystified the technology and safeguarding concerns. Moving forward, on her own, Michelle said she would probably start smaller with one or two classes (a single year group) at a time and build up her confidence hosting virtual sessions. She also felt that the virtual live format was more suited to upper KS2 than the whole school and welcomed the KS1 targeted festive pre-recorded resource as an alternative approach for younger classes.

Post-pandemic, however, she is confident she could use Primary Futures to achieve some of her in-school ambitions for creating an aspirational programme of activities.

Her virtual Primary Future session has inspired her to take visiting speakers to another level and explicitly incorporate career-related learning into children's learning about the wider world. Previously, Joseph Cash hosted visiting speakers

that linked with topics or awareness days, for example a baker that visited for Bread Week to talk about the production line. However, "after seeing this Primary Futures activity, I am thinking there are so many directions you could take this with aspirations. For example we want to focus on STEM subjects this term and could invite relevant volunteers."

"We did a baseline activity of what jobs children wanted to be and after the [Primary Futures] activity many children had changed their mind and said 'I want to be a scientist' or 'I want to fight cyber-crime' after meeting someone from cybersecurity who used their computing skills in their job. Of course, some children struggle to engage, but there was a significant number of pupils that were hanging on every word of the volunteer and thinking, 'I could be that.'"

Michelle has really valued the pre-recorded resources especially at times when certain bubbles had to self-isolate at home. She felt the NHS resource resonated with children because they've all been to the doctor and because of the COVID-19 context. She felt the festive resource was a nice contrast because it highlighted more quirky, unique jobs and "helped to promote thinking outside the box of what you can do with your future."

The Primary Futures festive drawing competition sparked the idea for an intra-school drawing competition, which was a substitute for some festive activities that were limited due to COVID-19, and was also an opportunity to engage parents as children took their drawings home and they were posted on the school virtual learning environment. Michelle says that engaging parents in their children's aspirations is sometimes challenging and that the Primary Futures activities had given her ideas about involving parents directly in events, especially after a return to face-to-face activity.

Operational overview

Roll-out and programme reach

The programme delivery was intended to take place over the 2019-20 academic year, with a planning and schools engagement phase that preceded this. However, due to the pandemic, the delivery period was extended until January 2021 taking place over 1.5 years. The programme pivoted to virtual delivery in April 2020, which continued for the remainder of the project, with both virtual live and pre-recorded sessions. The widespread cancellations in spring 2020 due to COVID-19 presented operational challenges for both programme reach and for data gathering. Prior to this the project was on track to reach its intended outputs with a high volume of activities scheduled for the remainder the academic year, which were then cancelled en masse in March 2020. However, in summer 2020 and in particular autumn 2020, the programme regained momentum and the uptake from both previously engaged and newly engaged schools was high, resulting in a total reach of 67,338 children against a target of 29,250 – exceeding it by 230%.

370 schools took part in the project across England in 114 local authorities relative to the initial target of 330 schools, completing at least one aspirational activity through Primary Futures. 344 of these schools were part of the ‘universal’ model, with 165 being face-to-face live events bespoke to each school, prior to the pandemic. The remaining activities were delivered virtually, with 55 being live virtual sessions bespoke to the school and the remainder pre-recorded sessions with interactive elements. There are 26 schools who participated in the ‘targeted’ model, relative to an initial target of 30.

Despite the disruptions to education throughout 2020, schools were keen in particular to take part in the ‘universal’ programme, welcoming the opportunity of facilitated events and citing the need to inspire children and link subject learning to the wider world in a challenging context. Particularly in autumn 2020, we did not observe any changes in levels of commitment or cancellations in response to local lockdowns once schools had already booked an activity, in particular in the ‘universal’ model.

Table 1: Project reach

Schools		370
Universal Model activities	Face-to-face live	165
	Virtual live	56
	NHS pre-recorded	67
	Festive pre-recorded	56
	Total light activities	344
Targeted Model activities (all types)		83
Pupils engaged	Universal Model	57,888
	Targeted Model	9,450
	Average pupils per activity	158
	Total pupils engaged	67,338
Volunteers	Average volunteers per live activity	4
	Unique volunteers engaged in project	976
	Total volunteer activities	1,235

During the move to virtual, common concerns around safeguarding, online safety, and technological confidence were addressed at design stage in consultation with teachers and were refined throughout the period of virtual delivery. For example, Primary Futures developed a tech platform guide and safeguarding checklist for schools early in the pandemic, when teachers reported feeling overwhelmed by the pivot to virtual interactive learning. These equipped schools to choose the platform suitable to their safeguarding policies and to choose between the features of various video conferencing platforms so they could balance safeguarding with interactivity. With accumulated experience of facilitating interactive virtual sessions, Primary Futures staff were able to refine the classroom-based formats of carousels and 'What's My Line?' to ensure that sessions remained two-way and interactive. For this reason and to provide support to teachers weathering disruptions to education, Primary Futures staff took a facilitative role in delivery with the premise being that with the newness of virtual delivery, teachers required facilitative support to kickstart or continue their involvement. Staff, for instance, continued planning calls with teachers to assist in inviting volunteers bespoke to the school's needs but additionally delivered the live event on behalf of teachers including managing Q&A via chat functions or microphone, thus developing techniques to manage the time flow of the session to allow for adequate input from volunteers and children. The accumulated experience of staff delivery over the virtual era has translated to a suite of resources and training to support teachers facilitating virtual activity independently.

Delivery challenges and success factors

The main enabler for success in programme delivery is the huge range of diverse volunteers available to schools via the Primary Futures portal. This pool of engaged volunteers is something the charity had built over the past nine years by working through partnerships with government, employers, professional associations, and running both national campaigns such as Inspiring Women and localised campaigns targeting geographical areas of the UK. Volunteers continued to be recruited throughout the project with improvements in volunteer journey including new resources, training webinars and forums.

Prior to the pandemic, the successes of the programme included high levels of whole-school engagement as well as continued teacher-led activity subsequent to programme participation, indicating positive legacy

of the programme. Schools were able to plan themed activities such as STEM-focused sessions or to target relatable role models such as women from ethnically diverse backgrounds, even within their pool of locally available volunteers.

During the virtual era, there were greater opportunities to theme and tailor events to learning objectives, school improvement agendas and the demographics of pupils. The opportunities afforded to schools to access an enormous range of volunteers beyond their local geography resulted in more subject-linked and curriculum-linked activities, as described in St Breward's case study [page 35]. The concept of making these subject and topic links was built into initial design of the 'targeted' model, with the intention being that the third activity a school took part in would be more embedded into curriculum once CRL was already established in the school. However, this best practice was achieved outside the 'targeted' model due to the opportunities of virtual delivery.

There was also a high level of engagement with pre-recorded resources due to their flexible usage, as discussed in Newhall Park Primary case study [page 48] and the section on pre-recorded resources on page 34.

The main challenge of overall programme delivery was maintaining the geographic integrity of the 'targeted' model in the context of COVID-19. The model was initially conceived as geographic clusters of schools in areas of deprivation with high levels of engagement from local partners in the careers sector. The intention was for schools to take part in three activities and longitudinally track 15 pupils across the academic year. Due to the pandemic and the programme crossing two academic years, a number of tracked pupils moved onto secondary schools and some schools that had partially completed the project were not able to re-engage due to the capacity and COVID-19 pressures in the new academic year. Therefore a third of initial targeted model schools were replaced late in the cycle of the project, in some cases outside the initial geographic areas. The result was schools delivering the intensive model over compressed timescales, such as a month or a term, rather than a full year.

Embedding sustainable usage of the Primary Futures portal as a legacy of the project was also challenging due to the pressures of the COVID-19 context. In the virtual phase of the project, the focus was on absorbing administrative burdens for teachers and therefore putting more project capacity towards planning, setup and facilitation of live activities and resource

development of pre-recorded activities. As a result, less capacity was available for upskilling towards self-sustained teacher-led usage.

The context of COVID-19 also presented challenges to data collection and the initial evaluation approach, particularly for the targeted model intended to track pupils throughout the programme of intensive delivery. There were difficulties in tracking pupils anonymously. Teachers did not automatically adopt and maintain a consistent anonymous coding system, not being part of their usual operations and not being a priority during

the IT disruptions and other administrative changes required to replan during the pandemic. Tracking pupils across academic years was particularly challenging for teachers, with baseline data lost for a number of schools. In some cases, schools completed paper-based surveys but were unable to get the surveys to us due to school closures. Across the project, both for schools and the delivery team, the priority was running a high volume of high-quality events, with follow-up for evaluation data a lower priority that became squeezed around covid-related closures.

Introducing the world of work to Key Stage 1 at Danesholme Infant Academy in Corby



At Danesholme Infant Academy, in Corby, Northamptonshire, part of the Greenwood Multi-Academy Trust, Principal Carol May is impassioned about starting exposure to jobs and careers early and says Primary Futures was a vehicle to achieve what she already believed, in an easy way. At Danesholme, aspirational activities are embedded into school life. They have organised Aspirations Assemblies and Classroom Chats via Primary Futures as well as used the pre-recorded NHS Classroom Chats and 'What's My Line?' Festive Special videos. Volunteers make the learning concrete for the age group using props, uniforms and stories.

During their live virtual activity in November 2020, children heard from a Radio Spectrum Engineer, an Architect and an Airport Manager. The volunteers made sure to explain their jobs in easy-to-understand language for the children, and used relatable reference points to explain their roles. The Airport Manager even took his computer to show the children the airport hangar where all the planes were stored – which led to lots of excitement in the classroom!

Children said they learnt about “lots of different jobs and what was involved in them”, “different types of things a radio is involved in”, “how a plane lands”, “how long it takes an architect to build buildings”, and that “maths is important”. The headteacher spoke of the impact on many individual pupils, in particular a Year 2 boy who was a reluctant reader and has since taken a great interest in reading once he learned that this was necessary to achieve his dream of becoming a police officer.

Principal Carol May commented: “I think it’s so important that our children are prepared for the world of work – even if they’re only four or five, they need to know the attributes of getting into the world of work and working towards them.... . [Primary Futures] was an avenue of promoting what I already believed in... it almost took the pressure off – until I knew about Primary Futures, I was doing a lot myself.”

“The advantage [to virtual] is that we’ve been able to continue as if nothing’s happened – our children haven’t lost out on their career education because we’ve had to go virtual... Often the person who’s come on screen will take us or show us things that is probably better than if they came in person.”

Sample pupil writing activity after the festive pre-recorded volunteer event from a school in Corby

The image shows a worksheet titled 'primary futures' with a red border. It contains the following sections:

- Header: 'Your First Name: [Handwritten: Sarah], Surname: [Handwritten: Robinson], Year: [Handwritten: 2], Your Year Group: [Handwritten: 2]'
- Section 1: '1. One thing I learned from the festive volunteers speaking was...' with handwritten text: 'the radio is a [Handwritten: special] thing.'
- Section 2: '2. Circle how you felt after hearing the festive volunteers describing their jobs...' with a scale from 'Happy' (smiley face) to 'Worried' (frowny face) and icons for 'Interested' (lightbulb), 'Curious' (magnifying glass), and 'Bored' (yawn). Handwritten text: 'I was [Handwritten: interested]'. Below this is 'Write your own word to describe how you felt: [Handwritten: excited]' and 'Or you can draw how you felt: [Handwritten: smiley face]'.
- Section 3: '3. When I grow up I want to be a...' with handwritten text: 'I want to be a [Handwritten: police officer]'.
- Section 4: '4. If you like, you can draw a picture of the most interesting job you heard about on the other side of the page or on some extra paper.'

Universal model – Pupil feedback

This chapter draws on the post-event feedback of 9,835 children, from schools who participated in Primary Futures’ universal model for supporting schools, based on helping teachers to organise individual events as part of their broader curriculum and career-related learning strategy. This chapter first describes the children’s profile, being primarily Key Stage 2 and split evenly by gender. It then reports drivers of the highly positive levels of engagement in the event, with events most popular in the most rural areas, suggesting pupils particularly appreciate access to volunteers when it might normally be challenging. Engagement is essential as pupils who enjoy events are far more likely to report impacts from them, such as changing their mind about the future and feeling more positive about school and the importance of core subjects.

Children are also more likely to change their mind, be able to name a job they are interested in, or feel positive about school, if they had done more events or heard about more jobs during the day’s events, suggesting the events are helping to broaden horizons. Positive links are consistently found both for virtual events and for face-to-face events, suggesting that the benefits of virtual delivery, such as easier access to geographically diverse volunteers, outweigh any disadvantages of the method of delivery. Investigating attitudes towards jobs, school, and skills in more detail, around three quarters or more typically report that the event has helped them learn more or improved their motivation. In particular, girls reported particularly strong positivity on gender equality after the events and children from high FSM-intake schools felt particularly positive about the usefulness of school for

their future, skills around speaking and persistence, and particularly their ability to relate to the speakers. The chapter closes by observing that when children felt they could relate to the volunteers, they consistently reported greater enjoyment and influence from the event.

Overview of respondents

9,835 children shared their thoughts on the events, via a simple one-pager form filled in with teacher support for the youngest ages. The vast majority were aged 7-11 (94%, see Figure 2), evenly split between boys (47%) and girls (49%; remainder preferring not to say). Completion rates were generally high among respondents, with 90% of children completing at least 20 out of the 22 different questions.

Figure 2: Pupil respondents by age

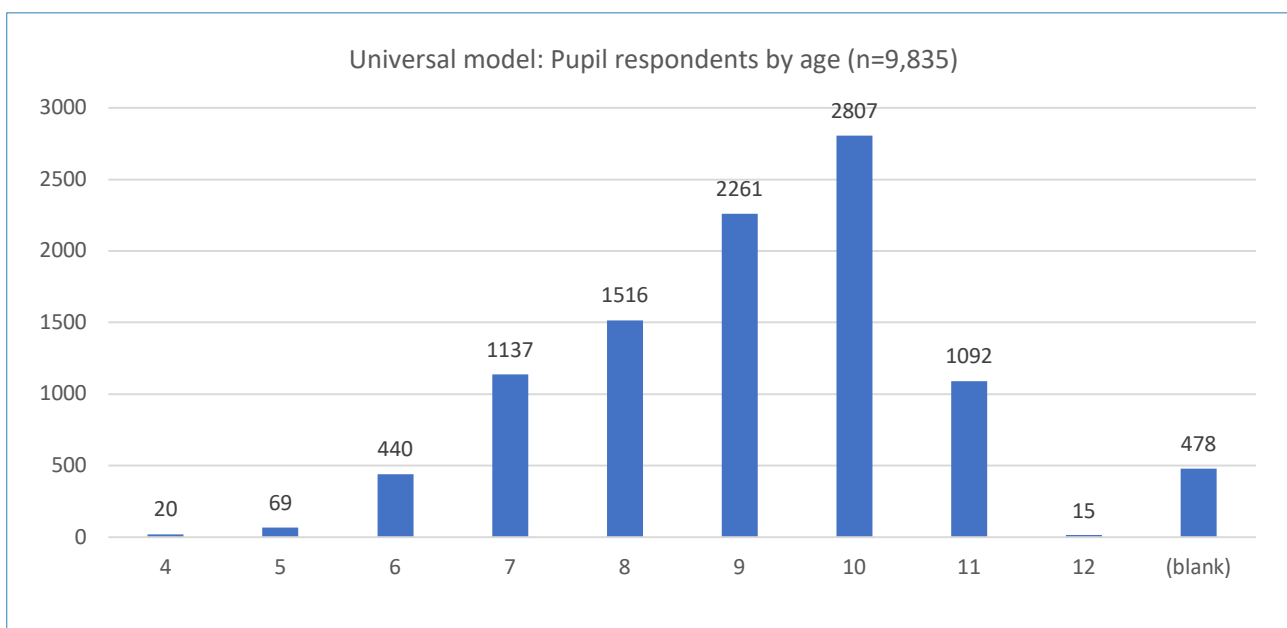
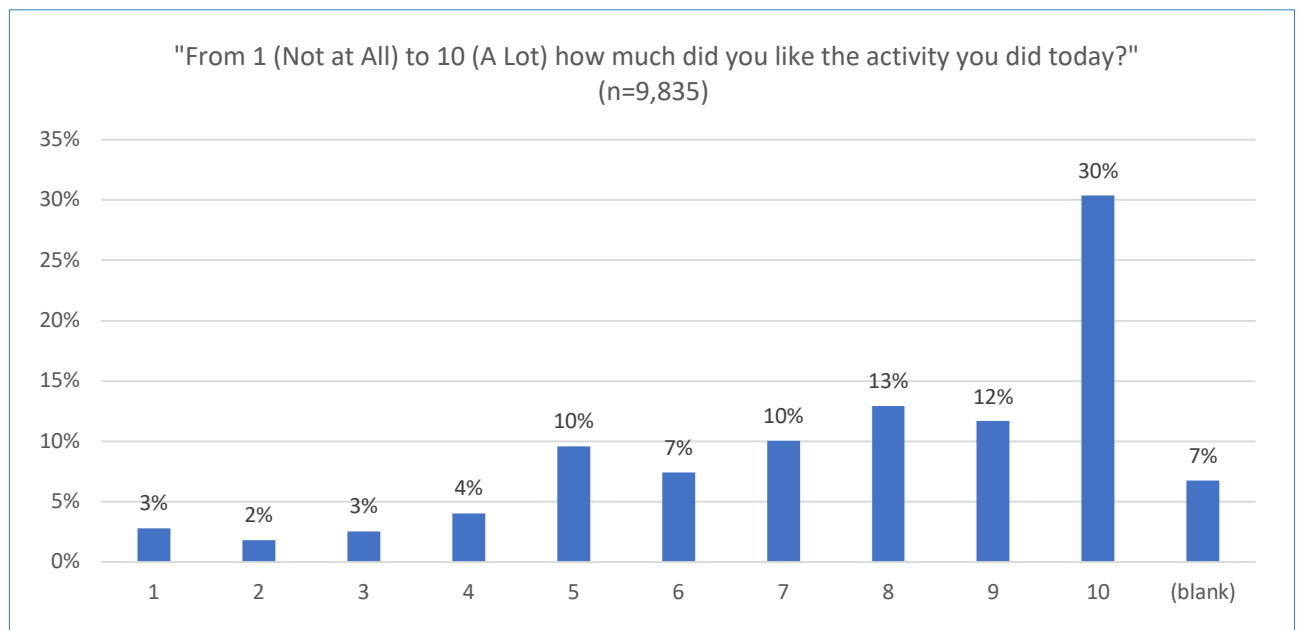


Figure 3: Pupil enjoyment



Pupil engagement

The more engaged children were with the event the more likely they were to report positive impacts. At primary age in particular, children learn more when it's fun. For each extra point on a 10-point scale for how much the children liked the event, they were more likely to agree that:

- "I know that doing well at school can help me in the future" (odds ratio 1.25x, p-value 0.00, n=7,518 with core controls¹ in place and controls for event type)
- "I now understand how learning maths/English/science can be useful in many jobs" (odds ratio 1.20x, p-value 0.00, n=7,141, same core controls)
- The activities today changed my mind about who I want to become when I grow up? (odds ratio 1.14x, p-value 0.00, n=5,273, same core controls).

For instance, someone who scored the events a one on the 10-point scale would typically be 89% likely to say they knew that doing well at school can help their future after the event, but someone who scored the events a 10 would typically be 98% likely to agree. At primary school in particular, the majority of children are positive about school and its relevance for the future, but nonetheless strong positive engagement in a volunteer activity can still boost this positivity ten percentage points to nearly 100%. It is likely that such positivity can be maintained over time, supported by regular engagement with volunteers from the world of work, providing repeated, diverse, and authentic testimony and lived examples of the relevance of their journeys through education.

Children generally were engaged with the events, with 55% of respondents rating it 8 to 10 on a scale of 1-10 (or 59% of those who responded to the question excluding non-responses; Figure 3). The average score is 7.6, with a standard deviation of 2.5.

The range of responses suggests that children were reflecting a full range of reactions to the event, allowing us to consider what particular factors are more strongly associated with children enjoying the event. Exploring the data statistically² reveals a number of modest influences on children's positive feedback, noting that all subgroups analysed are giving positive feedback (e.g. over a 7 average on the 10 point scale):

- Girls tended to enjoy the events more than boys (average score of 7.8 vs 7.4; p-value 0.00)
- Younger age groups tended to enjoy the events more (+0.1 for each year younger; p-value 0.00, both with and without core controls)
- Events were most popular for schools in the most rural areas, with a score of 8.7 (p-value 0.00 with/without core controls), but with only minor and inconsistent variation among other levels of neighbourhood rurality
- Children from schools with more disadvantaged intakes, i.e. FSM > 30%, reported lower levels of satisfaction (7.2) than those from other schools (7.5-7.7; p-value 0.00)

There are interesting patterns concerning the mode of delivery, where the sample size is large enough to differentiate virtual live events (1,261) from the

1 Core controls used throughout the analysis are: gender (incl. prefer not to say); age, rurality of their school's neighbourhood, and FSM level of school (in five categories); all values entered as categorical dummy variables.

2 Linear regression allowing for robust standard errors

face-to-face events prior to the lockdowns (8,489), but not the pre-recorded events (85). Considered directly, children gave virtual events lower average feedback by 0.4 points (p-value 0.00; n=8,324) than face-to-face events, but once we control for school characteristics (rurality, FSM of intake) and pupil characteristics (gender, age), the change reduces to 0.0 points. In other words, the difference is driven by the type of schools and type of year groups that opted for virtual live events after lockdown, rather than whether a similar pupil in a similar school would rate the activities differently.

Impact on future interests

One direct motivation for engaging outside volunteers is to help children broaden their understanding of the types of jobs and careers that exist and consider new possibilities that might be of interest to them. Our post-event survey provides several ways of exploring this possible impact, using both direct and indirect measures.

Children were asked the question directly after the event: "Did the activities today change your mind about who you want to become when you grow up?" 20% of respondents did not answer the question, suggesting they were either unsure or did not feel the question was relevant. Of the remainder, 25% said it had changed their mind, with a further 25% unsure. This is a large rate of impact from a relatively modest activity in the context of the children's overall exposure to information inside and outside of school, even recognising that primary age children might be expected to change their thinking about jobs relatively lightly or frequently, as it does not yet drive present-day decision making and they might be regularly gaining new insights about the world of work.

Whether or not an event was virtual or face-to-face does not affect this finding – the marker for virtual events is not statistically significant, but is directionally positive on impact from those answering "no" towards answering "yes" or "unsure" in a multinomial logistic regression including core controls (p-values 0.32, 0.14, n=7,112, excl. pre-recorded events).

This direct measure of impact can also be tested indirectly, providing more confidence in the analysis. For instance, children may find it easy to answer the direct question in the affirmative, instinctively identifying it as the answer that the volunteers might most appreciate, given they have just spent time helping the children understand their job. Some 'social desirability bias' in this respect might be expected, even given the highlighted preamble at the start of the form: "There are no right or wrong answers so please don't worry. Just tell us how you found today's event, what you learnt and if you enjoyed it. Ask your teacher if you have any questions."

The indirect measure of impact relies on the notion of "dosage response". If we think that engaging with volunteers through activities and hearing about jobs has an influence, then we would expect more activities and hearing about more jobs to have more influence than lower levels of exposure. Because children did a range of activities on the days when face-to-face events were organised and heard about widely varying numbers of jobs in both face-to-face and remote activities (see Figures 4 and 5), we can test the strength of dosage response in our sample. Social desirability bias may still be present in these questions – being unavoidable on self-report forms – but likely to a far lower extent.

Figure 4: Number of activities (F2F event days)

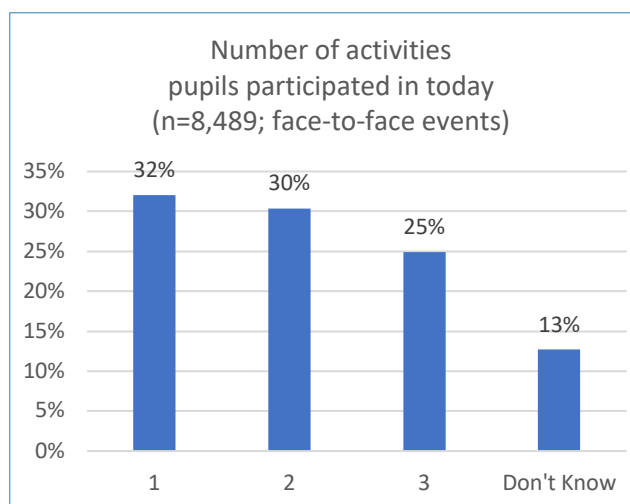
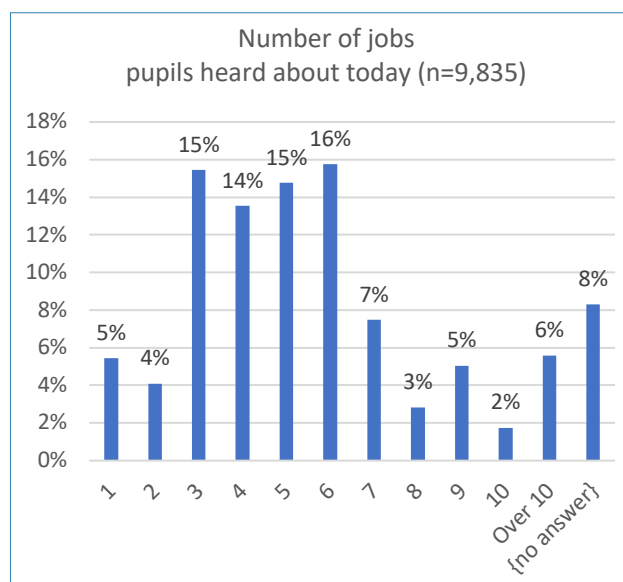


Figure 5: Number of Jobs



Regression analysis shows a strong relationship between children who did more activities or heard about more jobs and the chance that they said they changed their mind, as well as the chance they said “yes” (as opposed to “no” or “not sure”) to the question: “Do you know what you want to do when you grow up?” By not being directly linked to the event itself, this latter question is even more removed from possible social desirability bias. Table 2 shows the results from exploratory logistic regressions, including core controls for gender, age, school FSM, and school rurality.

The positive odds ratios on number of jobs heard about is consistent for both virtual and face-to-face events. For instance, analysing just responses from

virtual events shows a 1.06 odds ratio for the likelihood that children agreed the activities changed their mind (p-value 0.08, n=830), as does the subsample of responses after face-to-face events (odds ratio 1.04, p-value 0.00, n=4,335).

The shape of the relationship can also be explored by charting the modelled probability of children saying yes given each individual number of activities or jobs heard about (grouping values with fewer than 250 respondents). Figure 6 reveals that when children heard about 6 or more jobs, they were around 40% likely to say the events changed their mind, compared to nearer 30% among those hearing about 3 or fewer jobs.

Table 2: Dosage response and influence on job choices

Logistic regression	Odds Ratio	P-value	Sample Size	Model accuracy
“Today’s activities changed my mind about what I want to be when I grow up” (1 = Yes; 0 = No; other answers excluded from analysis)				
Number of activities	1.22	0.00	4,216	65%
Number of jobs heard about	1.05	0.00	5,166	66%
“I know what I want to be when I grow up” (1 = Yes; 0 = No or Not Sure)				
Number of activities	1.18	0.00	6,717	65%
Number of jobs heard about	1.04	0.00	8,167	65%

Figure 6: Changing mind vs. number of jobs heard about

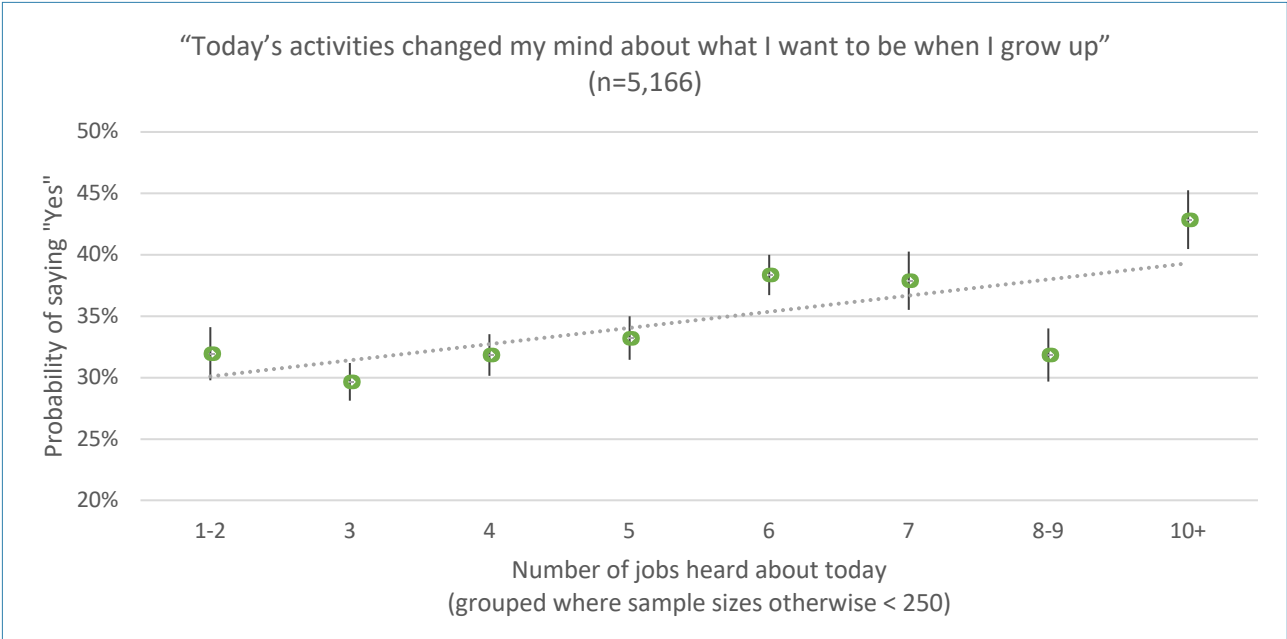


Figure 7: Future job plans vs number of activities

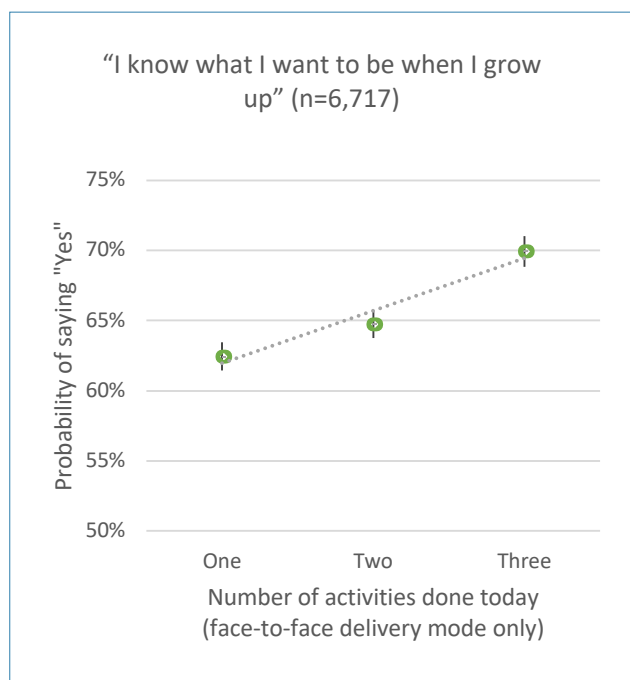
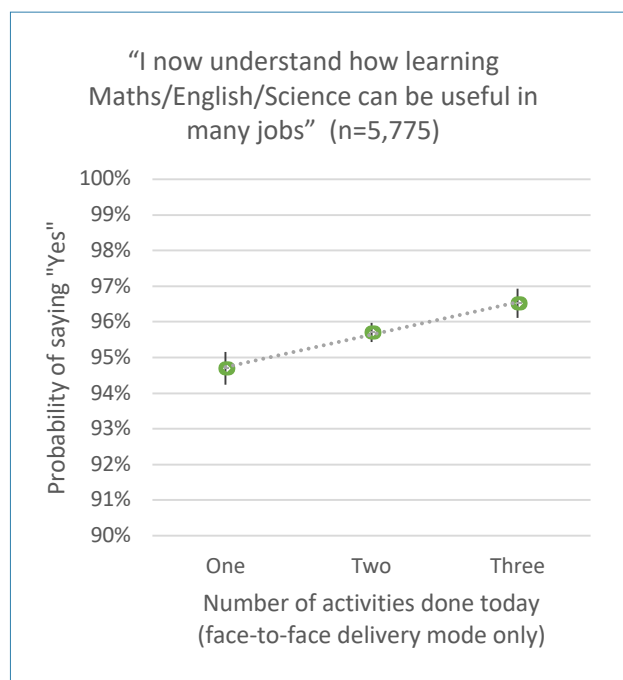


Figure 8: Subject relevance vs number of activities



* Coefficients plotted using logistic regression with core controls. Linear trendline fitted to average points. Vertical bars represent one standard error above and below the mean, representing a c. 68% confidence interval for the mean value.



3 Elnaz Kashfepakdel & Christian Percy (2017) Career education that works: an economic analysis using the British Cohort Study, Journal of Education and Work, 30:3, 217-234, DOI: 10.1080/13639080.2016.1177636

4 Children who skipped more than three questions are excluded from the analysis.

A further example in Figure 8 shows how children were more likely to agree that core subjects are useful for lots of jobs if they had done more volunteer activities that day. The difference is only small, as so many children agree in the first place, but there remains a meaningful reduction from 5.3% disagreeing after a single event to 3.5% disagreeing in a day with three events.

This finding replicates an insight from similar events conducted with older children. Analysis of the British Cohort Study of teenagers during the 1980s found that the more career talks they did with external volunteers aged 14-16, the higher the wages of full-time workers aged 26 (Kashefpakdel & Percy, 2017³). Similar to Figure 6, the British Cohort Study analysis found that volume matters, but the first few individuals heard from rarely show much of an average effect, even if the talks may still be very useful to a minority of children who happen to be interested in that topic. Once children get to insights from four, five or more different individuals, the average impact across the whole cohort becomes visible and starts to accelerate.

Reflections on jobs, school, the future, and skills

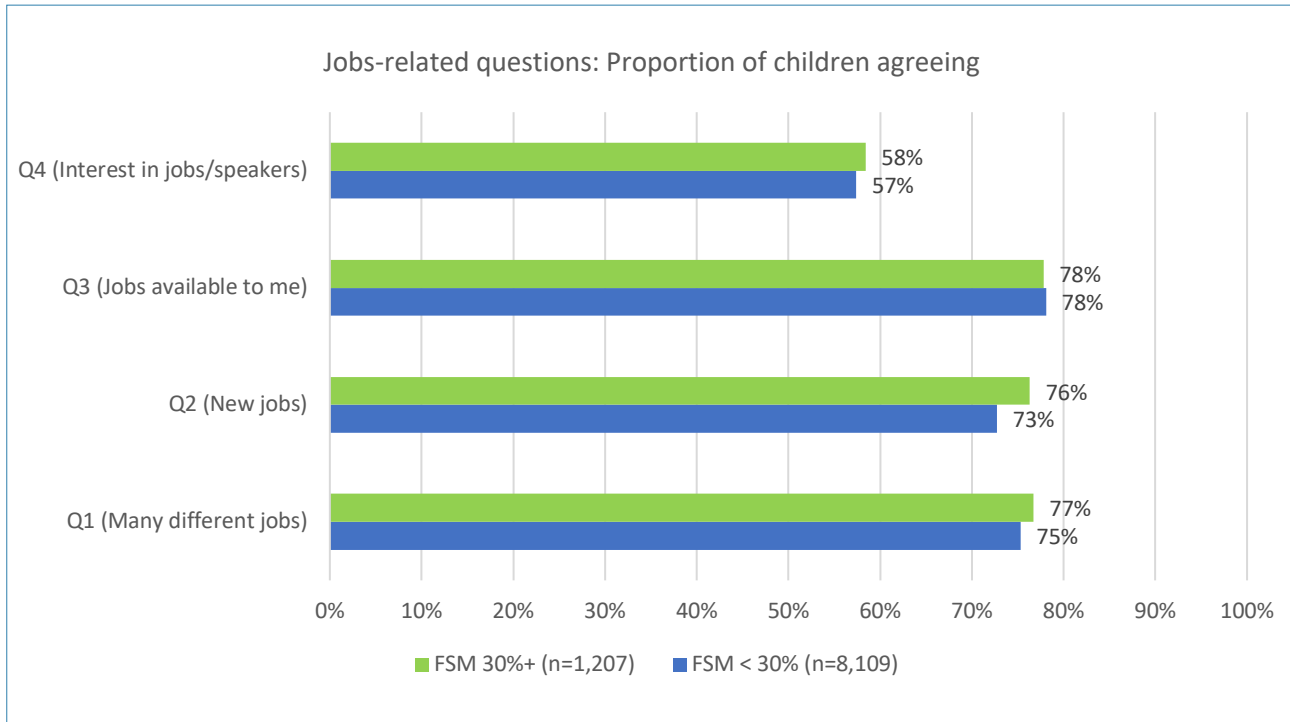
After each event, children were asked whether the activities had influenced their thinking and attitudes on several questions connected with jobs, their motivation at school, their views on gender equality, their confidence for the future, and their skills. The questions and the short names used for the charts⁴ are listed in Table 3.

Around three quarters of children felt the events had helped them learn about different jobs, new jobs, and the diversity of jobs available to them when they grow up, with no material difference between those children who attended high FSM intake schools (FSM % > 30, top c. 12.5% of sample), with details in Figure 9. A slim majority, 57%-58% wanted to learn about more jobs and meet more volunteer speakers. This suggests that while the events are sparking curiosity overall, more could be done to help children understand such events as a small spotlight on a far larger canvas of jobs and opportunities – and that each extra event is another roll of the dice, with more chances to learn something new and for something to particularly resonate with them personally.

Table 3: Attitude questions

Logistic regression	Full question
Q1 (Many different jobs)	I learnt a lot about different jobs today
Q2 (New jobs)	I found out about a new job today
Q3 (Jobs available to me)	I now know there are lots of jobs available to me when I grow up
Q4 (Interest in jobs/speakers)	After today I would like to learn about more jobs and meet more speakers
Q5 (Gender equality in jobs)	After today I know girls and boys can do the same job
Q6 (Gender equality in success)	I now understand that men and women can be equally successful
Q7 (Key subjects)	I now understand how learning English/maths/science can be useful in many jobs
Q8 (School is useful)	I know that doing well at school can help me in the future
Q9 (Relatable volunteers)	I felt the volunteers today were similar to me and I could relate to them
Q10 (People like me succeed)	I know now that people like me can be successful when they grow up
Q11 (I can be anyone)	Today made me feel that I can become anyone I want when I grow up
Q12 (Confidence in ability)	I feel more confident in what I can do after today's activity
Q13 (Listening)	In today's activity I learnt to listen to others and ask questions
Q14 (Trying hard)	I can explain now why it is important to try my best if I'm going to get better
Q15 (Speaking)	In today's activity I learnt to speak clearly and explain my ideas to a group of people

Figure 9: Jobs-related questions (by school FSM)



Figures 10 and 11 show that the vast majority of both boys and girls think that men and women can do the same jobs and be equally successful following the events, noting that many of them would have held this view prior to the events as well (see the Targeted Model data for pre/post comparisons on a smaller sample). 86%-87% of girls agreed with the statements and 83% of boys agreed. Children from higher FSM schools were also fractionally more likely to agree with the gender equality questions, with both groups having high levels of agreement with the statements.

Figure 10: Gender equality questions (by school FSM)

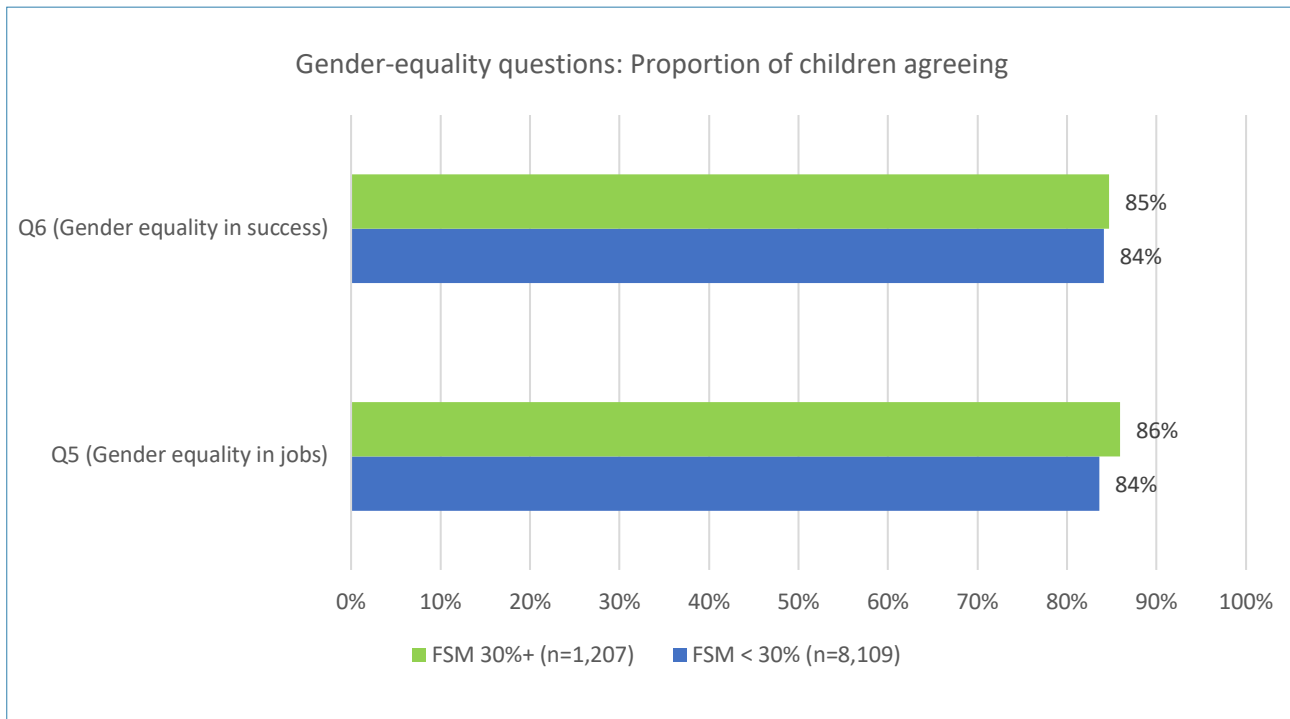
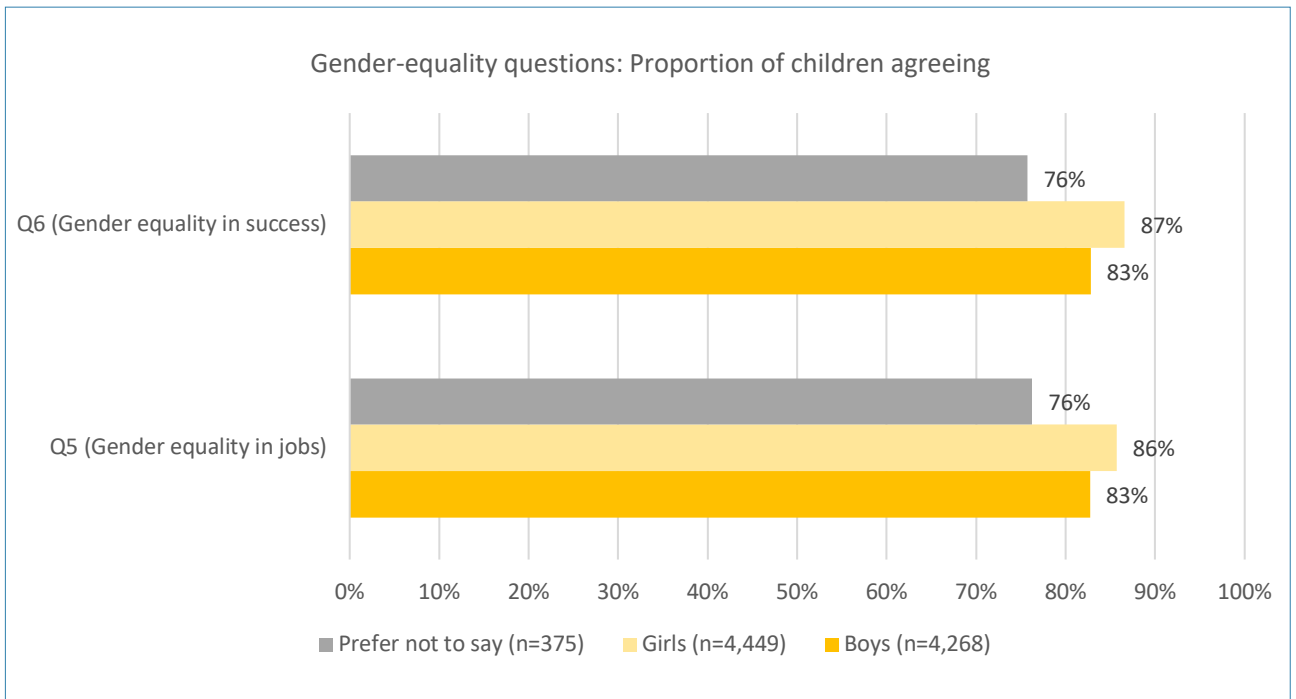


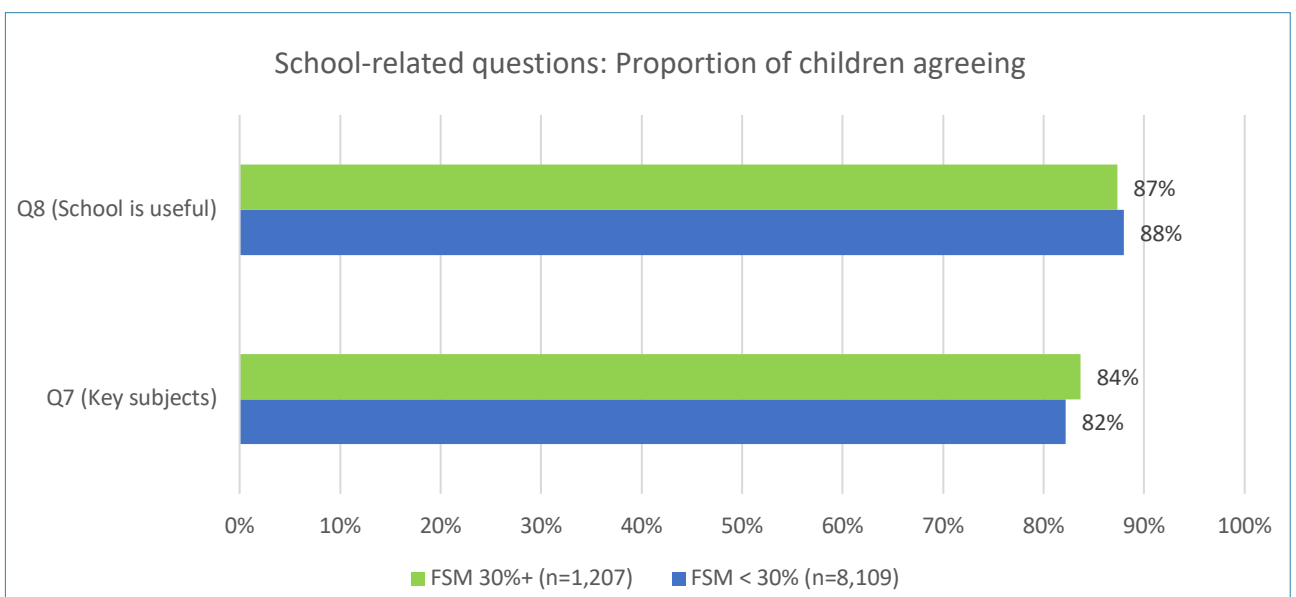
Figure 11: Gender equality questions (by gender)



Children at primary age are generally very positive about school and the importance of core subjects to their future, with both high FSM and average FSM schools speaking highly of school (Figure 12). For instance 87% of children from high FSM schools, with greater than 30% of the intake on free school meals, agreed that “I know now that doing well at school can help me in the future” and 84% agreed that “I now understand how learning maths/English/science can be useful in many jobs.”

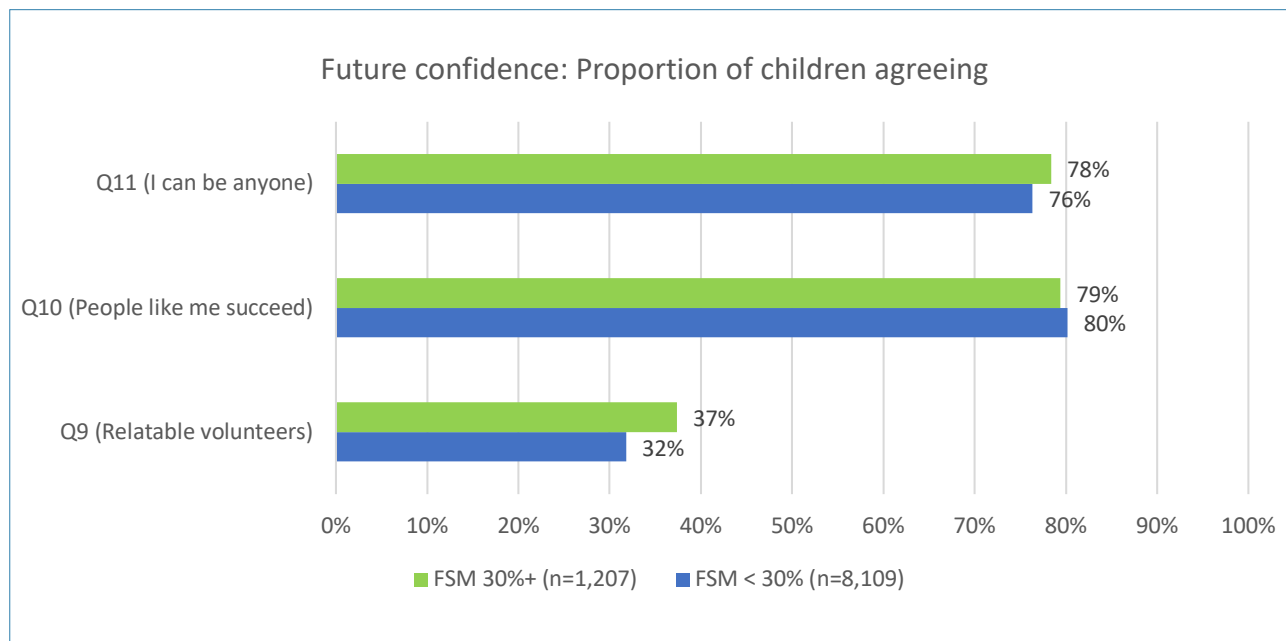
In discussions, teachers would frequently describe examples of light-bulb moments for individual children from less advantaged backgrounds, where hearing from a volunteer had helped change their attitude towards school. For instance, the Principal of Danesholme Infant Academy (Corby, Northamptonshire) spoke about a Year 2 boy who had been a reluctant reader, but had since taken a great interest in reading once he learned that this was necessary to achieve his dream of becoming a police officer.

Figure 12: School-related questions (by school FSM)



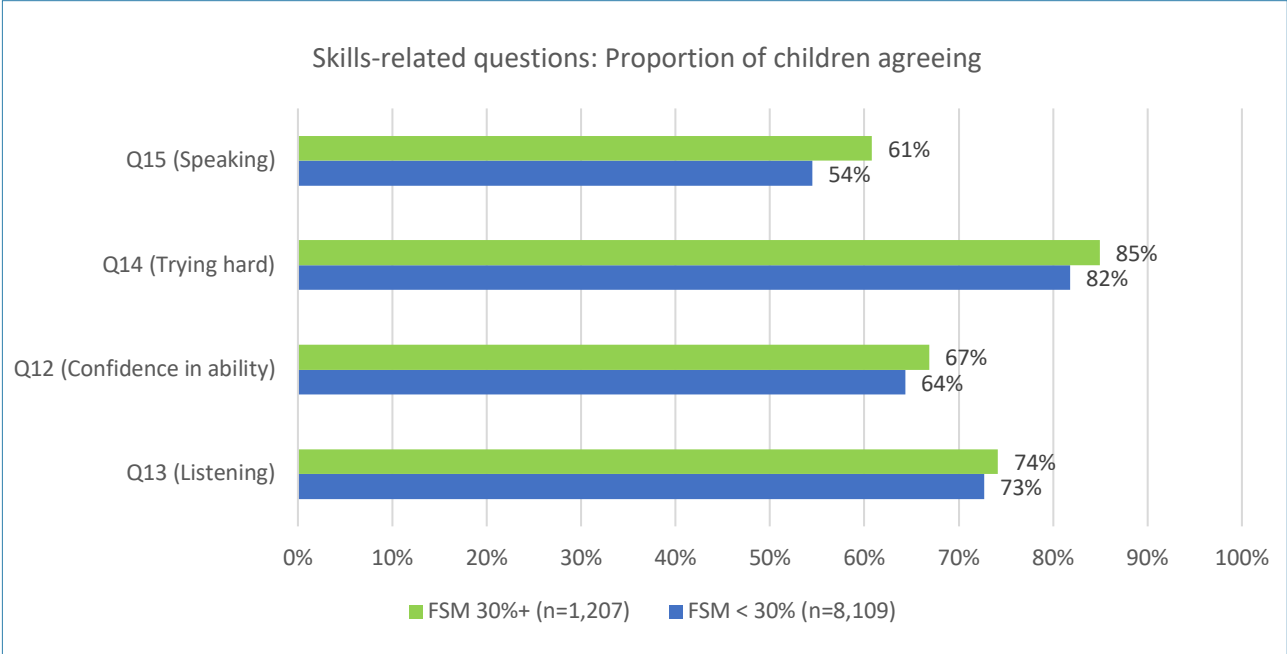
Building children’s confidence in their future is an important part of the theory of change for Primary Futures. Figure 13 sets out the results of two key questions on confidence. 78% of the children from high FSM schools agreed that “today made me feel that I can become anyone I want when I grow up”, comparably high to those from schools in less disadvantaged areas (76%). Children also strongly agreed that “I know now that people like me can be successful when they grow up”, with 79% from high FSM schools agreeing compared to 80% from other schools. Importantly, children from higher FSM intake schools were more likely to find the volunteer speakers relatable (37%) than those from other schools (32%). This suggests the events are succeeding in engaging diverse volunteers that resonate with children from more disadvantaged backgrounds.

Figure 13: Future confidence questions (by school FSM)



Primary Futures also looks to help children build the essential skills identified in the Skills Builder Framework. Three example skills are evaluated as part of the post-event feedback surveys: listening, aiming high and presenting/speaking. While the majority of all children report gains, the positivity appears to be particularly high for disadvantaged students. Figure 14 suggests that children in higher FSM intake schools were more likely to report gains in confidence, speaking, listening, and aiming high / trying hard as a result of the events than other children, with 61%-85% of children agreeing with the statements compared to 54%-82%. Likely reflecting the format of events, the greatest positivity is associated with statements on trying hard (c. 85%), and lower benefits reported for speaking skills than listening skills.

Figure 14: Skills-related questions (by school FSM)



Future research could use the Skills Builder framework to explore possible skills gain from participating in a programme of such events and whether they are sustained over time. Nonetheless, it is possible that this positive feedback on skills relates more to a shift in perspective or temporary gain in confidence from interacting with a volunteer. Volunteer events are small interactions in the context of the many activities that schools use to support children develop core skills such as speaking and listening. For this to translate into skills gains is likely to require leveraging the experience in other classroom activities, reinforcing confidence over time. The positive response regarding trying hard and motivation reinforces the possibility that children might work harder on their skills in other education activities, contributing to overall objectives within the school.

The influence of event format and pupil context

Exploratory regression analysis of the event format against the above attitude questions suggests that the format of the event has little influence on children's responses, having adjusted for school and pupil background characteristics.

Across the 15 questions, being a virtual live event as opposed to a face-to-face event was only statistically significant at the 5% level in one case, whether the event had helped children realise how maths, English and science could be useful to lots of jobs, where children gave more favourable answers for face-to-face events. For weaker relationships, significant at the 10% level, virtual live events outperformed face-to-face events for learning about a new job and underperformed for trying hard or speaking clearly. Collectively this suggests that both virtual live events and face-to-face events bring similar benefits.

Considering pupil context, girls responded more positively to the questions than boys, being highly statistically significant and largest in effect size for the questions regarding whether events encouraged a positive influence on their views about school, people like them being successful, becoming anyone and trying their best. Patterns in age and school rurality are not consistent between the questions.

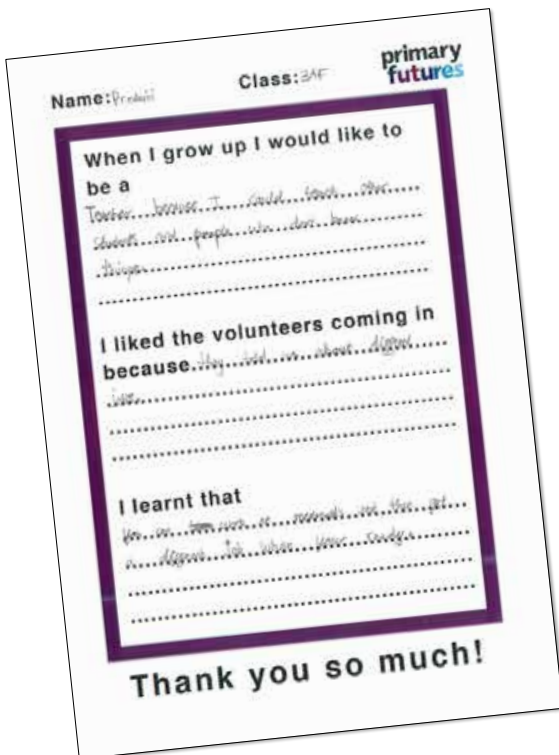
Relatable role models

When children felt they could relate to the volunteers, they consistently reported greater enjoyment and influence from the event.

42% of children said the volunteers were similar to themselves, if those who were unsure are excluded. Children identifying volunteers as relatable were 46% likely to say the event changed their mind about future jobs, compared to 23% among children who said the volunteers were not similar to themselves (logistic regression with core controls; n=3,127, odds ratio 2.95, p-value 0.00). Using the same analytical technique reveals that children were also more likely to report that the event had helped them think that people like them could succeed (91% vs 98%) or that they could become anyone when they were older (86% vs 96%).

Children who found the volunteers relatable typically scored the events 8.1 out of 10, compared to 6.9 for those who did not find the volunteers relatable (linear regression with controls, n=4,706, p-value 0.00, R2 10%). Relatability also increased the chance that children said the events helped them have more favourable views of school, increasing from 95% to 97%, and that core subjects were useful for jobs, increasing from 91% to 97%.

Further evidence how CRL can help children broaden their horizons, overcome stereotypes and become more motivated in class, is available in *Starting Early: Building the foundations for success* (Chris Percy and Alie Amegah), March 2021.



Sample pupil exercise after a Primary Futures event in Coventry

“ The thing that surprised me most that I learnt from listening to adults talking about their jobs is... that you can use everything you learn at school is useful when you are a adult. ”
Pupil, Danesholme Junior Academy

“ One thing that I learned from volunteers talking about their jobs is... that we can choose so many jobs and that we can do what we enjoy. ”
Pupil, school unknown

“ Do not be afraid to pick any job you like and to not listen to what people say, like...this job is only for boys and not for girls. ”
Pupil, school unknown

“ I liked the volunteers coming in because...they taught me about jobs that I didn't know. ”
Pupil, Joseph Cash Primary

Universal model – Teacher feedback

Teacher feedback suggests that the programme was reaching a significant proportion of schools new to this activity, and that their primary motivations were around broadening horizons, raising aspirations, and supporting skills development.

Staff at schools participating in the Universal Model intervention were surveyed after their event, to understand their level of experience of CRL, their motivations for participating in the project, their feedback on the event, and their plans for the future. Teachers were highly positive that the events achieved the impact they had hoped for, with high confidence in all modes of delivery. For instance, over 80% of teachers reported high or extremely high impacts from the pre-recorded or virtual events. Finally, turning to the future, the majority of teachers planned to continue using Primary Futures and most felt able to organise their own events, underpinning the sustainability of a low-cost delivery model.

For 42% of 182 teachers responding to our survey, this was their first time they had engaged in this kind of employer-supported career event. A further 11% did it only rarely and 29% occasionally.

Schools participating in the pre-recorded festive events were more likely to have run this kind of employer engagement event previously (Figure 15), perhaps reflecting greater willingness to engage in new modes of delivery among teachers more confident and more familiar with the format.

What was best about today?

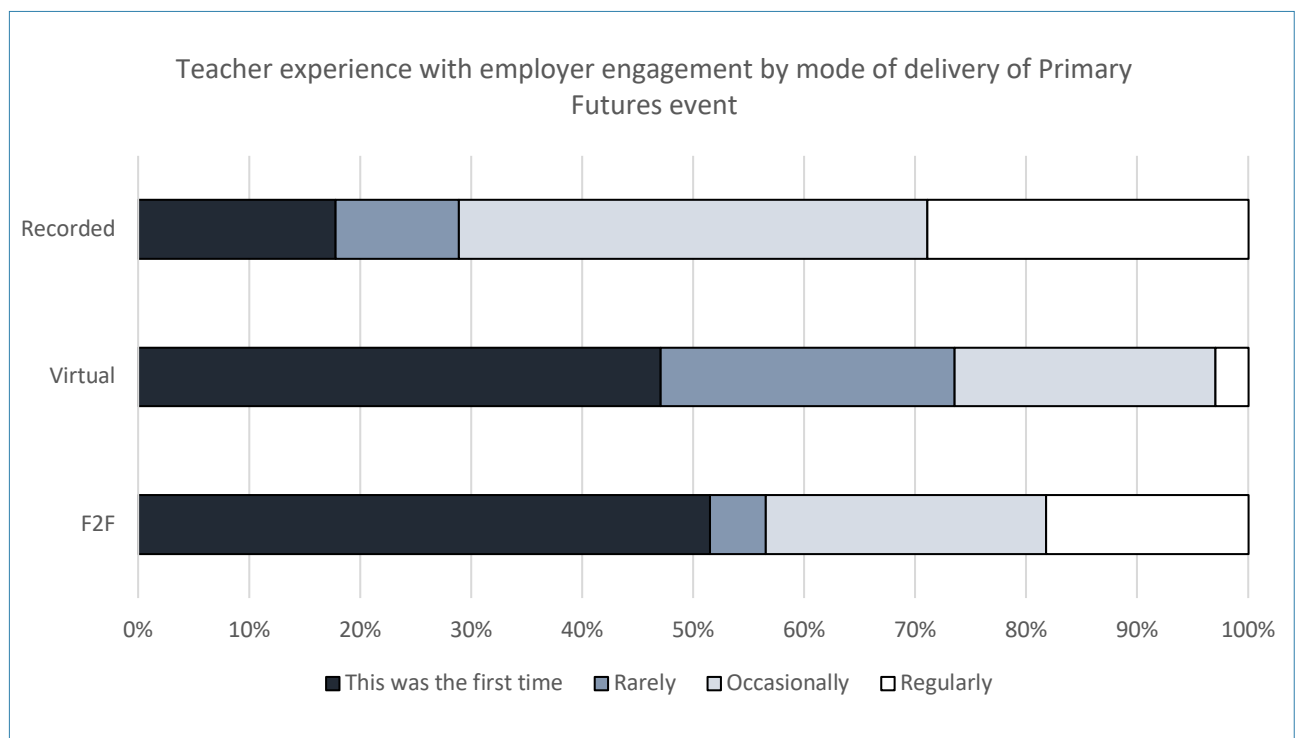
“Having a range of good different careers. It was great to speak with a pilot! (someone the children wouldn’t ever necessary get the chance to speak to)”

What would make the next event better?

“Being able to see everyone’s faces all the time [i.e. not just the volunteers]”

Classroom teacher doing a virtual event for the first time

Figure 15: Teacher prior experience with employer engagement events



Over 90% of teachers said that broadening horizons and providing insights into the world of work were among their motivations for the event (Figure 16), with over 50% also emphasising life skills / essential skills and understanding career journeys. A substantial minority of teachers also see value in curriculum support, with 41% noting motivation to study harder and 14% noting support with national curriculum subject knowledge.

88% of teachers across all three modes of delivery reported that, considering their motivation for the event, the impact on the pupils was either High or Extremely High (Figure 17). Teachers saw most impact in the face-to-face events, where 34% described the impact as extremely high. Pre-recorded events were seen slightly more favourably than virtual live events.

For the pre-recorded or virtual events, teachers remained very confident in the value of the event, with over 80% reporting high or extremely high impacts. As a new medium for many of the teachers involved, there were also higher levels of uncertainty about the level of impact for this type of event, typically between 10 and 20%, compared to 7% who were unsure for the face-to-face mode of delivery.

Teachers who ran similar events regularly most commonly described the impact of the event as extremely high impact (41% of 32), suggesting that familiarity with the format helps build confidence in how to use it. Teachers doing the events for the first time were also very positive about the impact, with 24% rating the impact extremely high.

Reviewing teachers' plans for the future, the positive feedback can be seen as a route towards the growth and sustainability of Primary Futures as a platform service, provided core funding for the database can be maintained.

Excluding the 11 teachers who left the question blank, 94% of teachers said they would recommend Primary Futures to a colleague, with rates of recommendation highest among pre-recorded events (100%) and virtual live events (97%). Despite greater uncertainty over impact for non-face-to-face events, teachers are supportive of the medium and enthusiastic about recommending it.

Figure 16: Teacher motivations

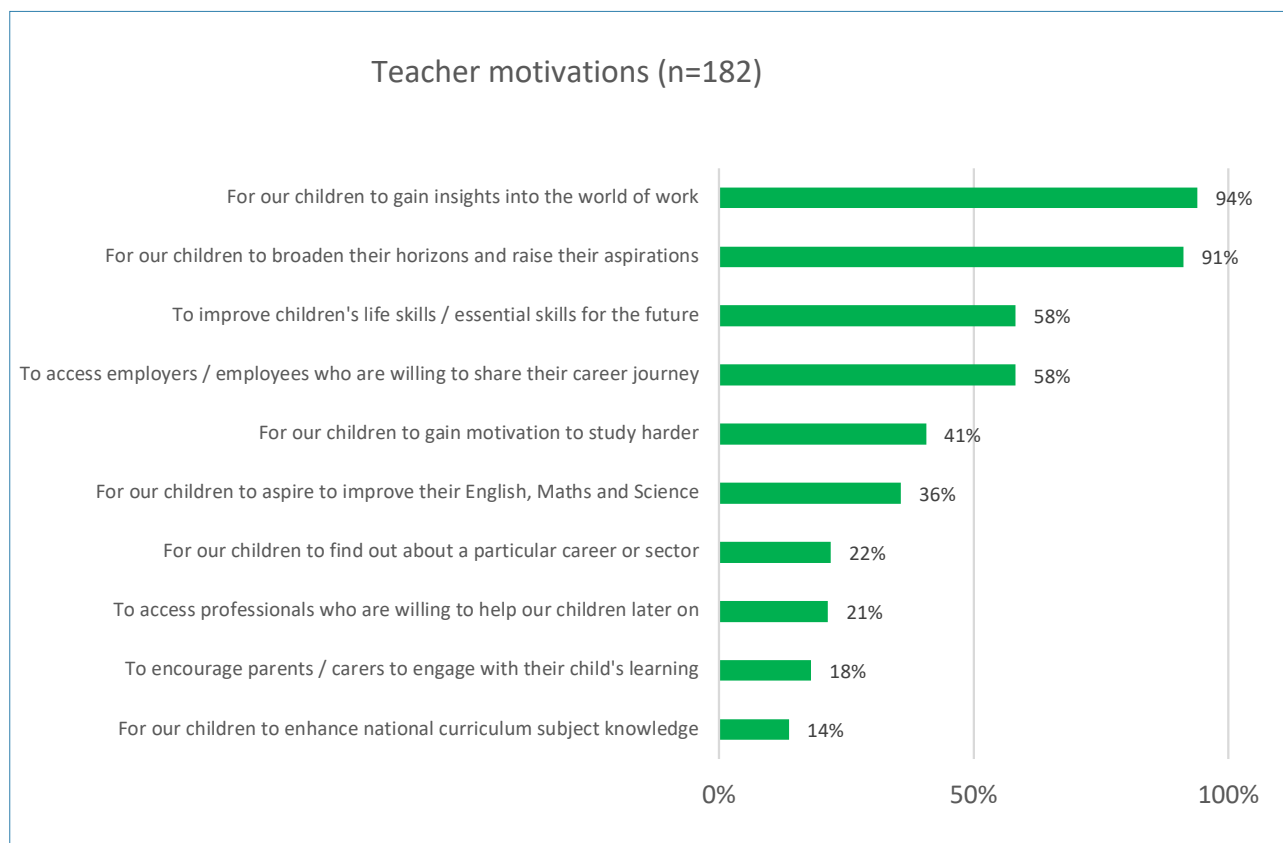
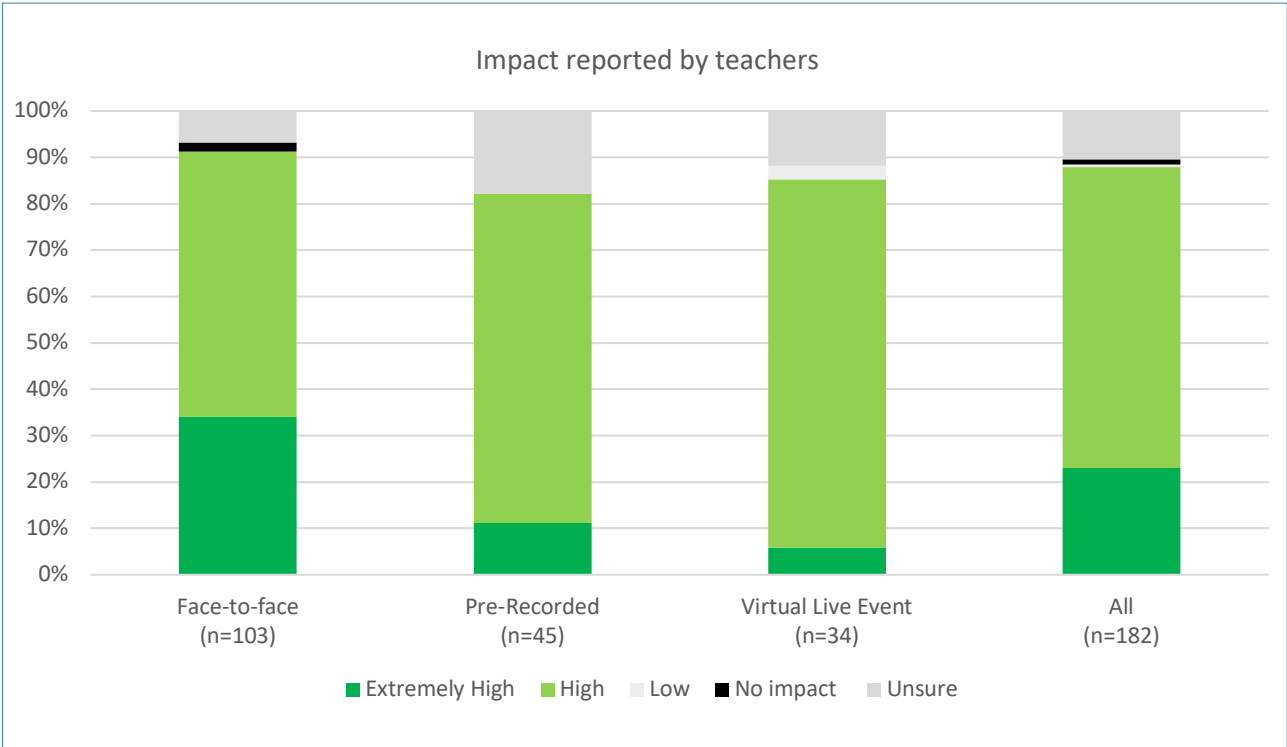


Figure 17: Impact reported by teachers



Teachers experiencing face-to-face or virtual live events were also asked about their intentions for future work. 76 out of 91 teachers who did a face-to-face event agreed or strongly agreed that they would like to use Primary Futures as part of their ongoing career provision, with 63% noting it was easier to find volunteers via Primary Futures than other routes. For virtual live events, the positivity for future planning was even higher, with 33 out of 34 wanting to use it for ongoing career provision and 76% saying Primary Futures was easier for finding volunteers than other routes, noting that geography was now less likely to be a limiting factor.

The sustainability of the programme is visible in growing teacher confidence. While many teachers would still want support from the Primary Futures team in organising events, 81% said they feel confident using the Primary Futures online match-making system to organise events in the future on their own (excluding the 8 teachers leaving the answer blank). Importantly, this remains high (84%) among the teachers who said this was the first time they were running an event like this.

What was best about today?

“Learning about the different careers. A lot of teachers (including myself) have only ever taught so we don’t have a lot of knowledge about different career areas.”

What would make the next event better?

“Nothing!”

Classroom teacher, with c. 20 children doing an event like this for the first time

What was best about today?

“Super idea very fun in this tricky lockdown times”

“Time is limited at school in general at the moment but we feel these kinds of activities are important to the children’s development of life skills.”

“The learners thought it was a fun resource. They had fun guessing the people’s job and it was harder that they thought. It gave a good insight into different jobs.”

What would make the next event better?

“Our timetable was more relaxed at the end of term. In the future, we would timetable it in perhaps using assembly time.”

“The adults weren’t too keen on the elf in this video as some pupils were distracted by it. This is only a minor point though.”

“More please! Themed months? BAME/females etc”

Diverse teachers feeding back on pre-recorded festive events

Targeted model – Pupil feedback

A total of 125 children provided both baseline and endline surveys from nine schools. The surveys asked their opinion on the event and captured their attitude towards a range of questions about their future, motivation, gender equality, and attitude towards school. The strongest shifts are in young people who change their mind to say they want to know about a greater range of jobs (10.8%pts net positive shift), think they can do anything when they grow up (9.1%pts), and considering that science and engineering are for people like them (7.4%pts).

Net positive changes are also identified in attitudes around trying hard, gender equality, and the usefulness of school for their future, even on top of the positive attitudes that children held on these topics at baseline.

This section demonstrates that children are positive about the events and the influence on their future job plans, and that attitudes are typically more positive after the events than before them – recognising that young children frequently change their mind on questions like these from day to day. Some schools completed all their activities within a single term, with others taking up to three or four terms, depending on the school's operations and their response to the pandemic and the implementation challenges of the targeted model.

Perspective on the events and children's horizons

The majority of children were positive about the events. Only 6% said they did not enjoy the activities, with 67% enjoying them, 26% unsure and the rest declining to answer. 71% said they found the activities useful (18% unsure).

26% said they had changed their mind about what they want to do when older (and a further 26% unsure), as a result of their school organising opportunities to meet people from the world of work. This self-reported rate of changing their mind is very similar to the rate reported in the immediate post-event surveys for the universal programme. This consistency of influence supports the notion that children are meaningfully changing their ideas based on the events, even when a significant amount of time has elapsed and they are considering the events with the benefit of hindsight - over which time changes may well reverse or be internalised, such that children no longer remember or credit the events for their influence.



Before the events, the majority of children, 66%, said they knew what they wanted to do when they grow up, with 28% unsure and 6% saying they did not know. After the events, the overall proportions were similar, but some 34% of children gave a different answer (split 7% who changed between Yes and No, and 27% who changed relative to unsure responses). It is possible that children at this age change their mind frequently about such questions, influenced by new information and how they feel on the day.

Among those who did change their answer about whether they had a future job in mind, 40% said the activities had influenced their thinking, compared to 19% among those whose answer had stayed the same. Noting that it is possible children knew what they wanted to do before the events but have since updated their thinking. This correlation supports the conclusion that when children said the events had influenced their thinking, their old answers had indeed changed. This supports the average validity of the questionnaires, while acknowledging that the responses from young children to questions like these are likely to be volatile in individual cases.

Table 4: Pupil attitudes at baseline

Attitude question in baseline test (n=121-123)	% agreeing
Doing well at school can help me in the future	93%
Boys and girls can do the same job when they grow up	91%
I will do my best in everything I start	82%
People like me can do anything they like when they grow up	70%
I want to know more about the range of jobs that I can do when I grow up	56%
Science and engineering are not for people like me (reversed, i.e. % disagreeing reported)	41%

Children’s responses to such questions typically vary over time, depending on changing maturity, new experiences, and new information, as well as how they feel on the day. As we see in the Sankey flow diagram from baseline answers (left-hand side) to endline answers (right-hand side) in Figure 18, children’s responses changed in all directions, but with a strong net flow towards those who agree, from 84 out of 123 to 96.

Influence on attitudes

As Table 4 shows, the vast majority of children already held favourable views towards the usefulness of school, gender equality in jobs, and their motivation to try their best.

Figure 19 summarises the information from multiple Sankey diagrams for each of the six attitude questions. The blue shading shows those who switched towards agreeing with the statement as vs. those who shifted

towards disagreeing with it over time (e.g. light blue captures those who shifted from “unsure” to “agree” or from “disagree” to “unsure”). The net shift is in a positive direction for all statements, although with only small positive changes for school being useful or gender equality, being those which already had very high positive rates in the baseline questions.

The strongest shifts are in young people who change their mind to say they want to know about a greater range of jobs (10.8%pts net positive shift), think they

Figure 18: Changes in response to “People like me can do anything they like when they grow up” (n=123)

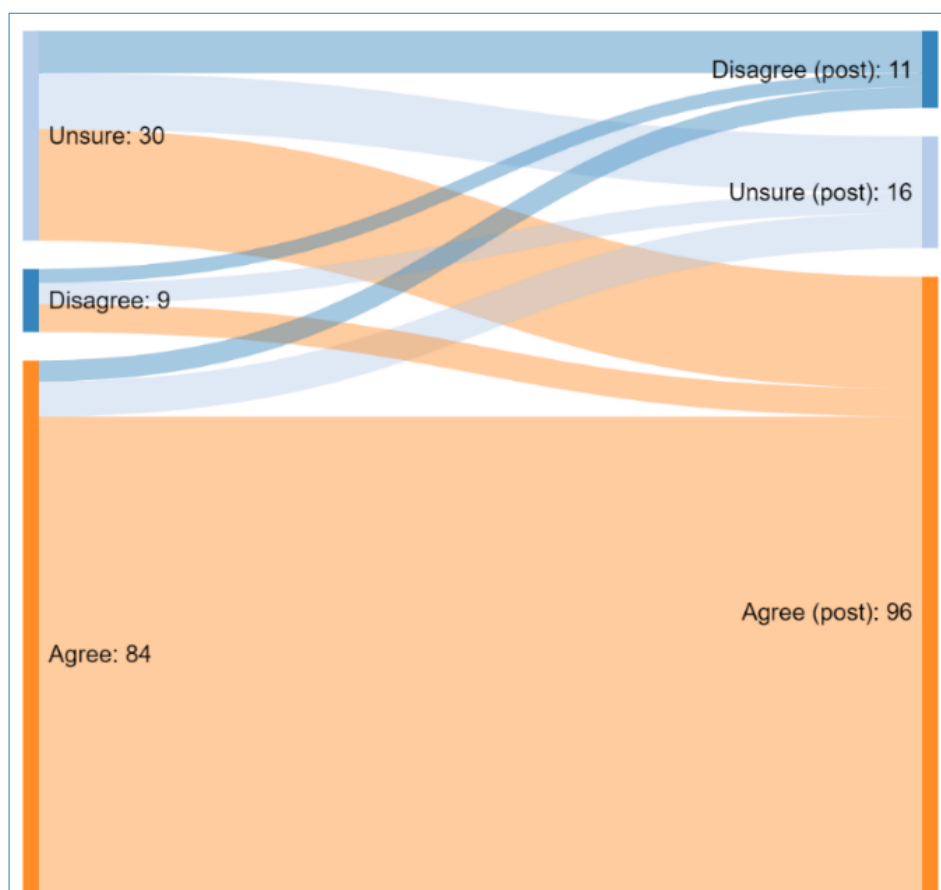
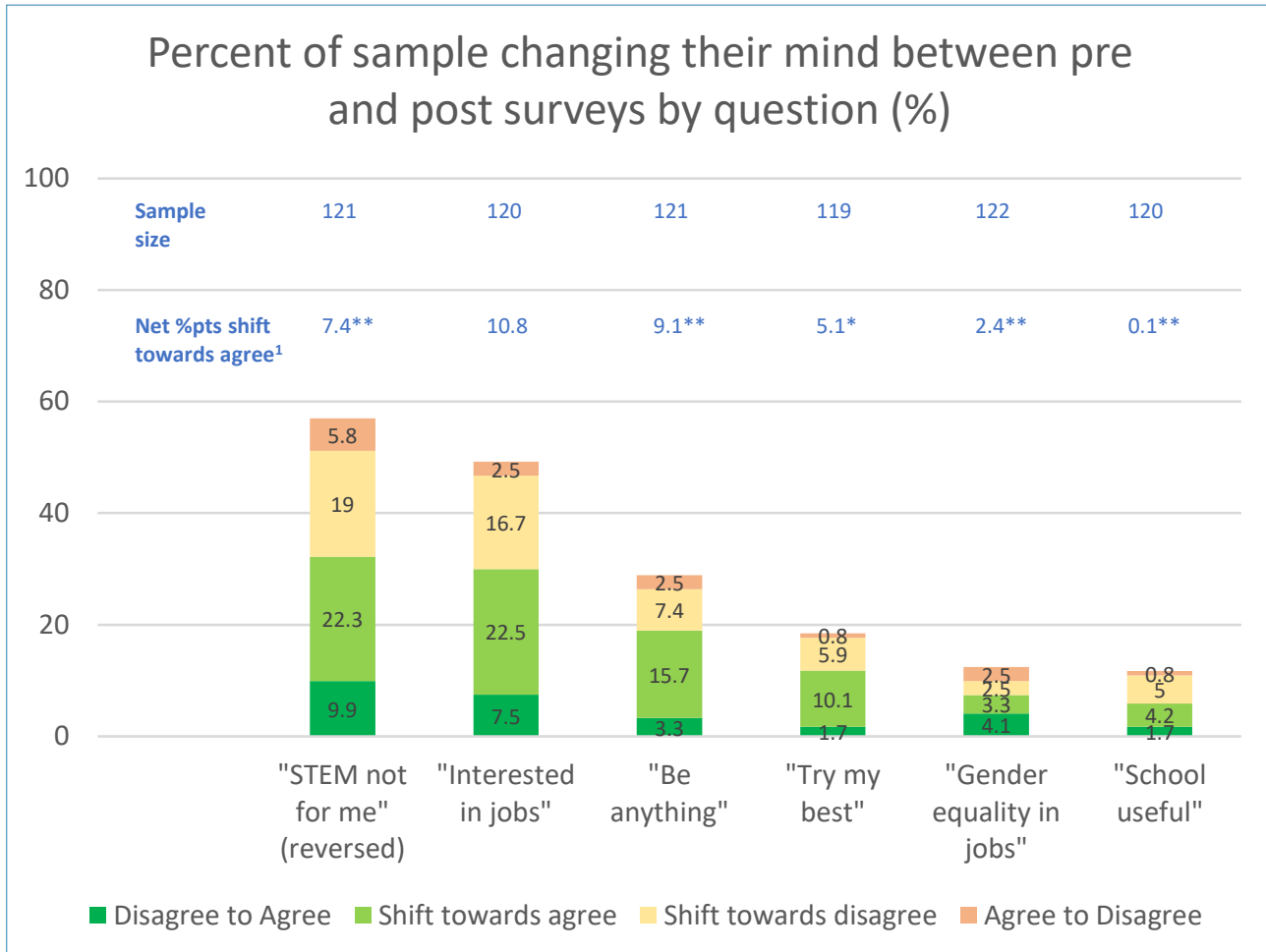


Figure 19: Changes in response between baseline and endline surveys



1. ** significant at 1% level or better; * significant at 5% level or better. For whether the probability of changing mind (regardless of direction) varied based on initial view, i.e. likely to be a non-random shift considering base rates (Wald statistic p-value in logistic regression for changing mind, with controls for initial view, standard errors clustered across the nine schools).

can do anything when they grow up (9.1%pts), and considering that science and engineering are for people like them (7.4%pts). Net positive changes are also identified in motivation (willingness to do their best in everything they start), gender equality (boys and girls able to do the same jobs), and in the usefulness of school (able to help them in the future). The young children in our sample are highly positive on these three topics even prior to the event (80%+ agreeing), but nonetheless net positive shifts of a few percentage points indicate the potential value of the events in reinforcing and extending these attitudes.

Given the multi-direction changes in opinion, we would like to test whether the positive shifts are more than might be expected by chance, given the

size of the sample and the overall levels of variation in responses. The high base rates (e.g. with rates of agreement over 90%) for some baseline questions points towards particular statistical techniques for assessing this question.⁵ For instance, two questions we might want to answer are whether children were more likely to change their mind over time if they initially disagreed, as opposed to agreed, with the statement at baseline, and whether the proportion who changed their mind to agree is statistically larger than zero at a 95% confidence interval around the sample mean, given the size of the sample and distribution of the responses.

For the first question, we find the difference is statistically significant at the 1% level for all statements

5 Without high base rates, standard tests like a paired t-test or McNemar's test work less well, because they focus on the percentage of the total sample shifting their opinion in different directions, as opposed to the relative percentage given base rates. For instance, such tests would measure 10/10 people shifting from disagree to agree with the same weight as 10/90 people shifting from agree to disagree, concluding that there is no net difference in the flows. For reference, paired t-tests (measuring a shift on a scale including unsure answers) and McNemar's tests (excluding unsure answers) are all insignificant at the 10% level.

except “trying my best” (significant at 5%) and “interested in jobs” (significant at 10%). This test uses the Wald statistic for whether variables describing children’s initial response are statistically significant in a logistic regression for whether or not children changed their mind.

For the second question, a meaningful proportion changed their mind to agree with the statement for four of the statements, with a 95% confidence interval that excludes zero. Only “trying my best” and “gender equality in jobs” are not consistently different from zero, while remaining directionally favourable. Both sets of statistics adjust for clustering, given that all children came from one of nine schools, reducing the amount of independent variation in the data.⁶

Collectively, this suggests that for most statements, more children changed their mind to agree with it than changed their mind to disagree with it, being

most strong for children agreeing that science and engineering is for people like them and that they can do anything they want when they grow up.

Without a comparison group who did not participate in the Primary Futures events, we cannot rule out these changes in attitude being driven more by changes over time or by other confounding factors rather than the events themselves.⁷ Nonetheless, the positive responses from children in the post-event surveys suggests that some of them do feel the experience influenced their perspective on such topics, building credibility that the events are responsible for at least part of the change over time, in line with the theory of change set out in the Introduction and staff testimonials, such as the inset case study throughout.



Mini case-study

Primary Futures as part of strategic improvement

Judith Bickley, Assistant Head, Fair Furlong Primary in Bristol talked us through how their strategic self-assessment review led them towards Primary Futures:

“In 2019/20 I asked the teachers to RAG rate their Pupil Premium children (we are a school with approximately 50% Pupil Premium) for the following areas as to what they felt was their biggest barrier to learning - resilience, aspirations, attendance, behaviour, speech & language, social/emotional.

When combining the amber and the red [categories], aspirations came out as the biggest barrier to learning, therefore we decided that we wanted to try and do some more work on aspirations with our children.

I found your website simply by googling and that is how it all started - and that would have been back in September 2019. All teachers were asked to take part in the NHS “Everyday Heroes” and your “Festive Special” resource and then we also booked in a live virtual “What’s my line?” session for Y5 and Y6.”

⁶ If standard errors are not adjusted for clustering, the first question yields all statements significant at the 1% level except “STEM not for me” (sig at 5%), and the 95% CI for all means excludes zero for the second question.

⁷ The limitations of the one group pre-test / post-test experimental design, as used here, are widely understood and do not need further emphasis. The common ethical and operational constraints which result in the methodology being commonly used in the education domain are also widely known, including the difficulty in constructing and tracking a comparison group for interventions believed by the participating stakeholders to be beneficial. Such constraints are compounded by the absence of significant sectoral support and funding for more robust experimental design. For more information please see Knapp, T. R. (2016). Why Is the One-Group Pretest–Posttest Design Still Used? *Clinical Nursing Research*, 25(5), 467–472. <https://doi.org/10.1177/1054773816666280>



Volunteer Profile: Technical Programme Manager, IBM

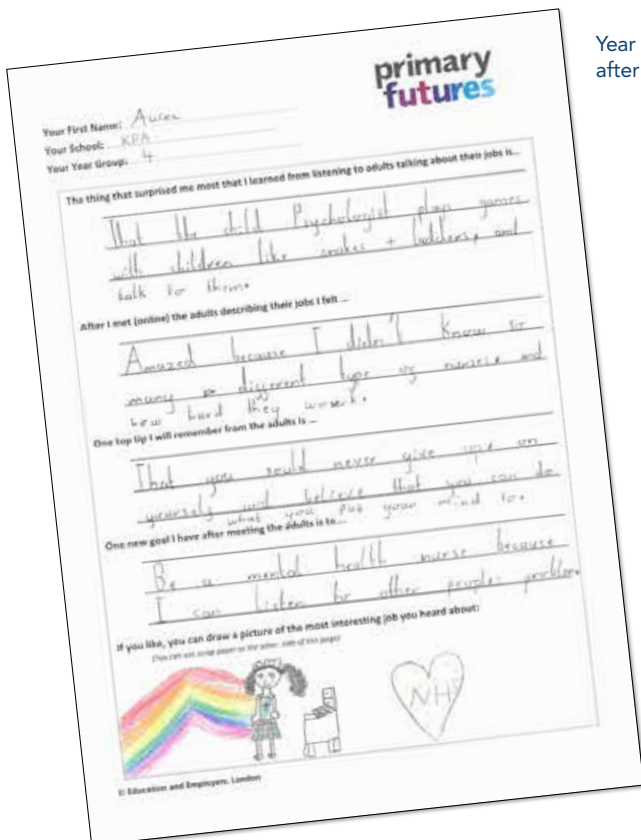
Anil Shah works at IBM, a multinational computer company. He is a Technical Programme Manager, helping to drive knowledge and understanding of IBM technologies among the company's clients.

As Anil explained during his activities with children, day to day his role involves supporting his team to find solutions to problems, writing and creating software, and taking part in training to further his understanding of new technology.

Anil began working in the computer industry after completing a degree in Computer Science, and has been at IBM for 25 years in a real range of different roles across the company. For several years, he also managed his son's motorsports career!

Anil is keen to help children understand the variety of jobs involved in technology industry, and has taken part in primary activities including a STEM day and a 'What's My Line?' with Year 6 pupils. Talking with children, he highlighted the importance of communication skills in a job, such as presenting to others and working with a team. He talked about the challenges he faced in his schoolwork and encouraged pupils not to give up when they found things difficult, and instead to explore new things and discover their own strengths.

Pupils were keen to ask if Anil helped to make the technology inside their phones and devices – and lots of the software was indeed developed by IBM! Anil's key messages for pupils were to stay positive, listen and learn, and to always ask when they didn't understand something, even if it seemed like a 'silly question'.



Year 4 pupil reflection writing activity after an NHS event in Corby



Support to teachers and CPD

Primary Futures was developed in partnership with the National Association of Head Teachers and has engaged ex-primary school head teachers as official advisors on the programme as well as seeking feedback from current primary school heads and teachers in refining both the platform and accompanying resources. In addition, new resources and guidance were developed throughout the project, particularly related to the shift to new virtual interactive activities, again with input from schools. Primary Futures responded to teachers' need for flexible off-the-shelf resources suitable for home learning by developing pre-recorded video resources of volunteers with built-in interactivity. Both resources and accompanying CPD training were delivered for schools in addition to the core resources and volunteer matching services made available through the Primary Futures online platform. These resources are also available beyond CPD attendees to support awareness and uptake across the sector.

Resources for schools and teachers

Resources and one-to-one support were particularly important for the move to a virtual offer. Primary Futures developed and provided bitesize in-house informational webinars and planning calls to help demystify the new virtual offer for newly engaged, as well as previously engaged teachers.

Teachers were typically positive about the development of a virtual offer, emphasising the opportunities afforded by virtual delivery to access a diverse range of volunteers without the limitations of their geography. For instance, Principal Carol May at Danesholme Infant Academy, in Corby, Northamptonshire, part of the Greenwood Multi-Academy Trust, has described Primary Futures as an important vehicle for easily implementing what she already believed in, the importance of exposure to diverse career possibilities. In her own words:

"I think it's so important that our children are prepared for the world of work - even if they're only four or five, they need to know the attributes of getting into the world of work and working towards them... starting from the basics of very simple stuff and gradually building it up as you get older. . [Primary Futures] was an avenue of promoting what I already believed in... it almost took the pressure off - until I knew about Primary Futures, I was doing a lot myself.

"The advantage [of virtual] is that we've been able to continue as if nothing's happened - our children haven't lost out on their career education because we've had to go virtual... Often the person who's come on screen will take us or show us things that is probably better than if they came in person."

Subsequent to COVID-19 cancellations in spring 2020, the virtual offer provided more hands-on facilitated support to schools to help them navigate the new format and in recognition of the greater burdens placed on school staff in the changing COVID-19 context.

Development of pre-recorded resources

As part of the pivot to virtual delivery from early in the pandemic, during this project Primary Futures responded to teachers' requests for flexible, off-the-shelf resources that could inspire pupils during a challenging time and that could be accessed for home learners and classroom learners. See Newhall Park Primary case study on page 48.

These pre-recorded volunteer videos follow the Primary Futures 'What's My Line?' format of a job guessing game, with prompts for pausing, reflecting, and discussing, to ensure the recorded format still enables some two-way interaction.

While outside the core programme of linking volunteers to schools via the Primary Futures system, the approach enabled us to focus thematically, enable both new and previously engaged schools with an easy-to-implement option for CRL activities and to package the volunteer videos with learning resources to deepen pupil engagement. Schools newer to Primary Futures and CRL have found it an easy 'taster' or access point. Schools already engaged have found it a way to continue or enhance their programme of CRL activities throughout the pandemic.

While more outcomes data is needed, there is a clear impetus from schools to continue to develop a library of these thematic resources while face-to-face deliveries are suspended.



Mini case-study

Polar explorers in rural Cornwall link to topic learning

St Breward Community Primary School is a very small school in rural North Cornwall with fewer than 50 pupils. The school participated in the Cornwall intensive programme and were able to complete 2 in-school events before COVID-19 disrupted their planning, followed by a pre-recorded activity and a live virtual session on 26th October.

The headteacher expressed an interest in a subject-specific classroom chat for their KS1 pupils (5-7 years) to support their 'polar regions' topic. Kim Crosbie of the Antarctica Heritage Trust attended, engaging her young 'polar explorers' in an Antarctic journey, wearing her woolly hat and gloves and with penguin soft toy.

Kim started with a short film clip to set the scene and then used lots of photos to tell the story of her life as an Antarctic researcher and her travels to both polar regions, inviting the children to wave at the camera whenever they spotted penguins in her pictures – which was often! She described how the researchers lived day to day in the Antarctic and how they kept spirits up during the extended rainy season, even when sugar supplies ran out. Children were intrigued by the time when she was chased off an Arctic island by a not-so-playful polar bear and another time during an unusually rainy season in the Antarctic which washed the penguins' poo through their camp. The children asked so many questions that the session ran over time.

As a small and rural school, the virtual session with Kim, who is based in Edinburgh, opened up an opportunity that this school and these young children could never have had face to face.

NHS 'Everyday Heroes' resource

With the NHS at the forefront of pupils minds during the pandemic, leveraging our long-standing partnership with Health Education England, we developed a KS2 video showcasing five NHS volunteers, including a pharmacist and mental health nurse, to demonstrate the range of jobs in healthcare beyond doctors and nurses. The 30 min video, following the 'What's My Line' job-guessing format, is accompanied by a set of quick-fire activities for pupils to consolidate learning. The resource was used by 67 schools that were not otherwise part of the project, however it was also used by many 'Universal Model' schools that held a live session as well. This resource is still in use and being requested by newly engaged and previously engaged schools many months after its development. After taking part in the pre-recorded activity, representative responses from pupils across a range of schools included:

- "[I felt] amazed because I didn't know so many different types of nurses and how hard they work"
- "You should never give up on yourself and believe that you can do what you put your mind to"
- "That you have to know maths well to be a doctor"
- "One new goal I have after meeting the adults is to rethink about what I want to do as a career".
- "It surprised me there are really fun jobs in the NHS. Also that they have to use a variety of subjects in school."
- "It surprised me that these jobs even existed because I thought its only doctor and nurse but there's more."
- "It surprised me that you can change jobs in your life."

Festival special resources

Teacher contacts explained to us that the pandemic was diluting their usual fun, festive activities. In response, we created a 'What's My Line? Festive Special', differentiated across KS1 and KS2, featuring a series of volunteers whose jobs are associated with the festive period, such as a Christmas decorator, wrapping paper company brand manager, Christmas tree grower and Crisis Christmas Centre worker supporting people experiencing homelessness. The pre-recorded videos took the format of an interactive guessing game with volunteers providing clues and then revealing their jobs, with prompts to pause the videos to host discussion and explore glossary words. The videos were accompanied a teachers' guide for flexible usage and learning resources for pupils including an interactive quiz to consolidate learning, reflective writing frames and optional cross-curricular extension ideas spanning arts, maths, English and drama to further explore the volunteers' jobs and responsibilities.

Due to promotion by our partner the NAHT and other external partners such as the CEC, PiXL, Careers Hubs and LEPs as well as high levels of engagement with the resource from existing Primary Futures users (both within and beyond the CEC project), 408 teachers/school leaders requested the Festive Special resource with an estimated reach of 63,000 pupils. 44 teachers provided feedback on pre-recorded resources, with 82% rating the impact on their pupils' aspirations as 'high' or 'extremely high' and the majority saying that pre-recorded resources were easy to timetable and a number of teachers requesting more pre-recorded resources featuring different sectors.

After taking part in the pre-recorded activity, KS1 pupils reported feeling "happy", "jolly", "excited" and KS2 pupils reported feeling "amazed", "impressed" and "inspired" and that "maths, art and reading are important to decorating." Carterhatch Junior School also posted on its website their pupils' responses to the video:

- "I liked that they loved their jobs even though it was something that they had never intended to do when they were at school."

- "I liked the way wrapping paper is designed and this has inspired me to consider becoming a designer in the future."
- "I really enjoyed learning about all the different things they do in their jobs and this has inspired me to become a helper at a homeless shelter."
- "I learnt that reading is really important in your job and life. This has made me think about the work I produce in reading lessons."

We also rolled out a reflective writing frame for a speaking and listening activity linked to the Skills Builder Universal framework for intensive schools to complete following their live, interactive sessions. Pupils were tasked with recording their post-session reflections and presenting this to peers in small groups or the whole class. A KS1 adaptation with drawing prompts was developed for our intensive Infants school. Some examples of the festive special activity and reflective writing frames are included throughout this report.



Mini case-study

The advantages of pre-recorded content

Naheeda Azam is the Assistant Head at Newhall Park Primary in Bradford with curriculum and careers awareness as part of her remit. She sees the two as related and was glad to see learning for life brought to the forefront in the 2014 National Curriculum.

Naheeda's own story of social mobility has influenced her passion for careers awareness at primary. "Especially if you come from a disadvantaged family that hasn't gone to university. The pathways of how you get to where you are is never discussed in primary schools, but [pupils'] life chances depend on it. Now we talk about how curriculum links with jobs of the future. Volunteers come into school to talk about how the subjects they had in primary shaped where they are, so we are trying to open children's minds and broaden their horizons."

Naheeda came to Primary Futures through Bradford Pathways, a council scheme to support careers learning through curriculum. Through Primary Futures, she was able to access a range of volunteers in subject-based professions to meet her objectives for an aspirational programme of activities.

However, even pre-pandemic, she found it challenging with her school's geography outside of the city centre to get a high acceptance rate from volunteers.

While the virtual era opens up the geographic possibilities, she is concerned about the practicalities of setting up live virtual sessions and feels some interactivity may be reduced. So for Naheeda, the Primary Futures pre-recorded resources have been the answer. "We can play them when we want, there is no rush, no scheduling or admin to worry about. Virtual assemblies are time bound and you can't control so many variables, so these pre-recorded resources ensure no one is missing out and every pupil gets the experience of careers awareness."

"Primary Futures got us through the pandemic and plays a big part in our careers awareness work. The videos meant we could keep assemblies at the forefront."

Continuing professional development training

Twelve teacher CPD sessions were delivered during the project, upskilling 156 teachers, including face-to-face sessions and virtual sessions. 10 sessions were virtually delivered, two using this method even prior the pandemic to reach teachers nationally. The remaining two sessions were delivered face-to-face in cluster areas of high local engagement of Somerset and Swindon with support from local partners. Swindon schools were targeted for CPD as part of the Targeted Model. Feedback forms were completed for three events, two face-to-face and one webinar.

Excluding one person who could not get the Webinar technology to work, there was feedback from 30 people from 24 different schools as laid out in Table 5. Participants were very positive about the courses, the lowest score across all participants on the nine topics addressed was 3 or 4 out of 5, and between 8 and 23 teachers gave the highest mark across the nine topics. The most positive feedback was on how easily understood and how relevant the content was, with least positive feedback received on clarity regarding the aims and objectives upfront (still scoring an average of 4.0 to 4.7 across the three formats). Overall, the webinar format was well received, with slightly higher average scores than the two face-to-face sessions and particularly high scores for the relevance of the content and the information advertising the course.

Following the CPD webinars, teachers had ambitions to continue self-usage of Primary Futures and embed CRL, but some reported to us they had needed to curtail these ambitions due to continued disruptions to education in the 2020/21 academic year, intending to pick up the programme of work in the future.

A range of other events and sector opportunities were also used to disseminate the research on career-related learning in primary, showcase best practice and the potential of using the Primary Futures portal to plan and deliver aspirational activities. For instance, as a community partner of PiXL, we ran webinars for PiXL primary members as part of their conference series and to delegates at the SSAT Primary Network Conference in November 2020.

After the CPD events, teachers were asked what they plan to do differently as a result of the CPD. Their answers are copied below in full, with light copy-editing for language.

I will:

- Be able to organise more effective careers
- Look to encourage better co-ordination between supporting organisations
- Sign up to the website and start planning events
- Share [details] and inspire my school staff
- Use Primary Futures Portal Work with other local schools

Table 5: Teacher feedback from CPD sessions: Average score from 1, low, to 5, high

Values	Somerset	Swindon	Webinar
Number of teachers providing feedback	19	8	4
The information advertising the course/opportunity was appropriate	4.00	4.25	5.00
The outcomes of the course were fully met	4.56	4.50	4.33
The presentation methods were easily understood	4.79	4.63	4.67
You were given a clear idea of how to implement what you learned	4.56	4.50	4.67
You were clear about the aims and objectives	3.95	4.00	4.67
You are satisfied that you are able to implement the course learning	4.59	4.50	4.67
The content was relevant to your needs	4.79	4.38	5.00
All topics were covered in sufficient detail	4.58	4.50	4.67
That the course will better equip you to perform your job	4.53	4.38	4.33
Average of all questions	4.48	4.40	4.67

- Promote Primary Futures and Inspiring The Future across Somerset
- Organise a 'What's My Line' event/assembly and be more mindful of all sorts of visitors who come into work with the children
- Organise an assembly using the 'What's My Line' format
- Organise the suggested events and look at more opportunities to embed career awareness throughout the curriculum
- Start building a proposal for my headteacher and a plan of action for the academic year, using the website and details
- Contact volunteers to look at links to WW2 topic and Fleet Air Arm Museum – I will speak to the Head of Department for History
- Get more volunteers into school - hopefully arrange a What's My Line or Speed Networking
- Reflect on what we currently do and make links with careers and topics covered in school
- Not do anything differently as such, but I will definitely have a focus on careers in the next school development plan
- Access Primary resources
- Develop secondary careers plan into primary parts of the school
- Upload additional resources (at least as a hyperlink) to additional platforms, such as Primary Futures, STEM learning, TES, Career Pilot etc.
- Ask friends to be volunteers and tell other schools about the facility
- Share with staff. Create buy-in from team to help run events/networking
- Bring in some volunteers and set up an event
- Share how to find volunteers – include in curriculum areas
- Ensure I respond to volunteers on portal
- Think carefully about topic links to careers
- Set up careers events in school
- Invite more people to attend an event, understanding that most will decline – with enough invites I can ensure an acceptable number of volunteers accept for the event to work well
- Organise more career events
- Develop the pupils' interests in different job careers

In summary, the project enabled the development and delivery of a series of CPD sessions to upskill teachers in sustainable usage of Primary Futures and to disseminate the evidence-base of the importance of



Mini case-study

Blending Arts and STEM

Netley Primary School and Centre for Autism in North London completed a virtual live activity and the NHS pre-recorded and festive pre-recorded activity in late 2020 and tracked 10 pupils with a baseline/endline survey.

The live virtual session for their Year 5 and 6 children was an arts-themed 'What's My Line?' assembly that featured an Operations Manager running the technical staff and studios at BBC radio; the Artistic Learning Manager at Northern Ballet; an Art and Design Lecturer at Sandwell College; and the Global Head of Programme Management at Technicolor who is a computer scientist working on technology for the creative industries e.g. special effects/animation for Disney. Through this diversity of roles and the discussion, children were encouraged to see the links between STEM and the Arts.

The head teacher, Bavaani Nanthabalan, started the Primary Careers Conference in London, bringing schools together to build aspirational programmes. Bavaani won [Headteacher of the Year](#) in a Primary School in 2020.

CRL at primary. Teacher speakers were a key part of the delivery showcasing and sharing best practice.

The face-to-face sessions were longer and locally endorsed by local authorities and Careers Hubs, allowing for greater discussion and community building among teacher attendees. Virtual sessions took a more webinar-style approach and were recorded for further dissemination.

As indicated in feedback, teachers have ambitions to continue self-usage of Primary Futures and embed CRL, and we expect to be able to track this engagement as the educational context stabilises.

As part of the learning from the project, CPD will become a part of core delivery to support teachers and enable sustainability, with thematic sessions in the pipeline around linking CRL to subject/curriculum topic learning and using CRL to challenge gender stereotypes. The advantages of face-to-face CPD delivery will be brought into the virtual CPD sessions to allow greater interaction and community-building among like-minded teachers. The virtual webinar run in partnership with Chartered College of Teaching had a particularly high attendance. We plan to build on this experience to offer the sessions to pre-existing communities of teachers or geographic clusters through 2021 and beyond.



Mini case-study

Live virtual event at St Gregory's Catholic Primary

Qualitative feedback reflects the previous quantitative feedback that live virtual events are similarly well received to face-to-face events.

On 15th October 2020, children in years 5 and 6 at St Gregory's Catholic Primary in Preston, Lancashire had the chance to learn about the diverse world of engineering from volunteers working in the sector. The virtual activity also aimed to break down gender stereotypes and enable children to see that people from all backgrounds can do all types of jobs. Previously the school has held several Primary Futures events including a careers fair and an aspirations-raising activity.

The 'What's My Line?' activity allowed children to ask questions to guess the jobs of three volunteers with different kinds of engineering roles. Some of the questions from pupils included, "do you work with electricity?", "do you work in construction?", "do you work outside?", "do you work with vehicles", and "do you design things?", and this detective work enabled them to make some close guesses.

The volunteers revealed their jobs with equipment and photos from their work. One volunteer, a Telecommunications Engineering Project Manager, showed pictures of himself building radio masts in the Democratic Republic of Congo. The two other volunteers worked as an Energy Storage Technologist at Rolls Royce, and an Aerospace and Defence Engineer. They were

able to simplify their job titles to help the children understand the essence of their work, describing their roles as "designing things that will help technology in the future" and "designing engines for aircrafts, submarines and cars".

After explaining the function of their job and how it worked day to day, the volunteers gave the pupils their key advice – on the importance of communication skills, holding onto their sense of curiosity, and not to let anything put them off the path they want to take – even if they don't feel or look like the people around them.

Teacher Dee Chamberlain said:

"The event was brilliant and served the intended purpose perfectly. All of our pupils were engaged and found it a great event - we (pupils and staff) were not sure what to expect but found it really good and we would hope to do one of these type of events again in the future. The volunteers were great (very inspirational for the children) and just pitched perfectly for the age of the children. They particularly liked the 'top tip'. It fitted in well with the activities about engineering we have done and reinforced the learning that has taken place. I think our school benefitted from the virtual event as distance was not a factor for volunteers."



Volunteer Profile: TV Producer, London

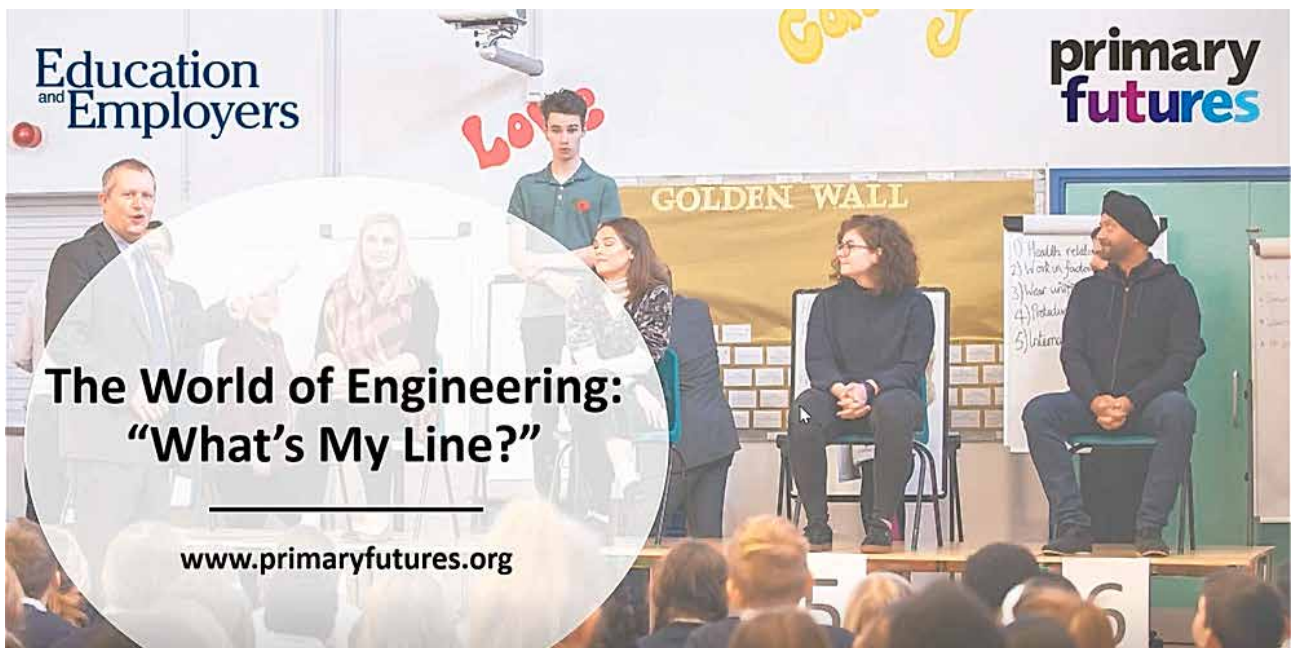
Matt Supersad is a TV Producer working in post-production in London. He manages visual effects processes, working with creative professionals to implement these for a range of content – including TV commercials, music videos, short films and long-form material such as feature films and TV series.

Matt took a non-vocational route to get into the industry, studying languages at university. After writing about film during his course, he went into the practical side of film via a digital filmmaking course. Alongside his day job he has written film reviews and features, edited feature films, worked as a camera operator for live events, and directed and edited films for charities.

Matt has recently taken part in two virtual 'What's My Line?' activities with pupils from reception to Year 6. He showed children a clapperboard to help them guess his job and bring the role to life. And many pupils were close to guessing his role with their suggestions of Website Developer and Graphic Designer! Children were excited to hear about the famous people Matt had worked for and learnt about his work on a music video for Sam Smith.

When asked if there was anything he had found too hard to complete, Matt replied that he talked to people with different experiences so he could learn from them. He stressed the importance of listening to the advice of people around you when making decisions, but not to feel pressured into choosing routes that are not right for you. He told the children: "If you enjoy something, you'll be a lot happier and do better at your job!"

Matt commented: "It was personally fulfilling and a real joy to be involved in virtual careers talks for pupils of primary schools. I feel that careers advice can often be overlooked in the development and guidance of young people. Primary Futures' virtual events, therefore, are a really important addition to young people's learning about the world around them. Plus it was an opportunity to expose the pupils to disciplines and career paths that ordinarily they may not have known existed or how to access. It's important not to just encourage young people in education but also to inspire them to create their own fulfilling future."



Employers and volunteer engagement

Volunteers and links with employers are at the heart of Primary Futures. This project relied on the extensive database of volunteers recruited and developed since 2011 to deliver a large volume of events at low unit cost. Ensuring a diversity of volunteers covering a range of roles, sectors and demographics has been a core aim of the charity from its start, complementing its focus on making volunteering quick, easy, and engaging 976 individual volunteers supported different events, with some volunteers supporting more than one event. The profile of the volunteers reflects the regional and sectoral diversity of the Primary Futures database.

Out of 203 volunteers providing feedback forms, 98% described their event as extremely or very worthwhile, with many volunteers also noting the benefits they gained as part of the event. New volunteers recruited as part of this programme remain part of our database for future events, leaving a legacy of engaged volunteers to support primary schools around the country. Once volunteers have been recruited, the charity invests effort in supporting and motivating them. For instance, in addition to our usual suite of volunteer support both on our portal and prior to live activities, we delivered a volunteering webinar on 'Maximising your impact as a volunteer' in November 2020 with 215 attendees.

Volunteer profile

976 individual volunteers supported different events, with some volunteers supporting more than one event. The profile of the volunteers reflects the regional and sectoral diversity of the Primary Futures database, with

What worked well with this virtual activity?

"Having teachers involved"

This virtual activity would have been better if...?

"I had fully charged my iPad – dropped to 1% by end!"

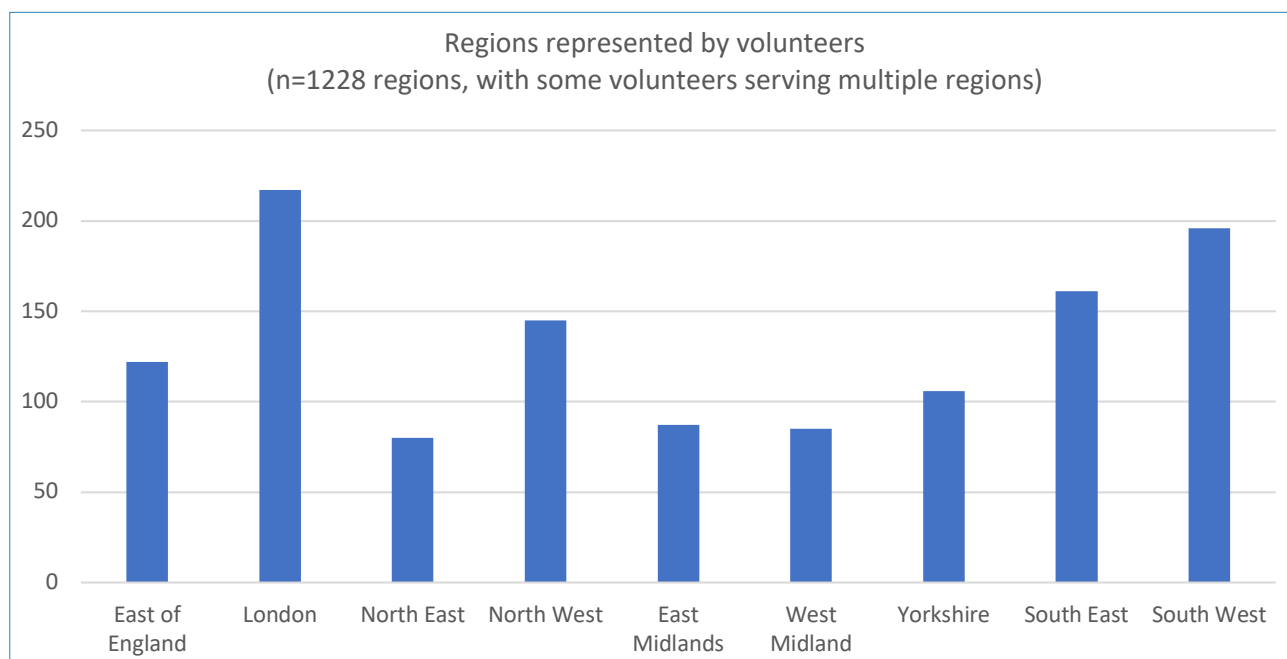
Retired GP (male)

particularly strong coverage of healthcare (reflecting the long partnership with the NHS) and education (reflecting sector interests and some volunteers including education in addition to their core sector when their role includes education outreach).

Regional diversity of volunteers

Among the volunteers who supported CEC-funded primary events (Figure 20), each region is served by at least 80 volunteers (the North East), up to over 200 (London).

Figure 20: Volunteers by region





Sectoral diversity of volunteers

Many volunteers are able to speak to more than one sector, particularly where their role includes education sector outreach in addition to the core sector their employer serves. Overall, the 976 volunteers cover 34 different sectors, ranging from childcare, social care, and maritime sectors at the low end of coverage, up to healthcare, education/training, and government, each with over 100 volunteers with experience in that sector (Figure 21). 17% of volunteers did more than one event, with six volunteers who did five events over the period.

What worked well with this virtual activity?

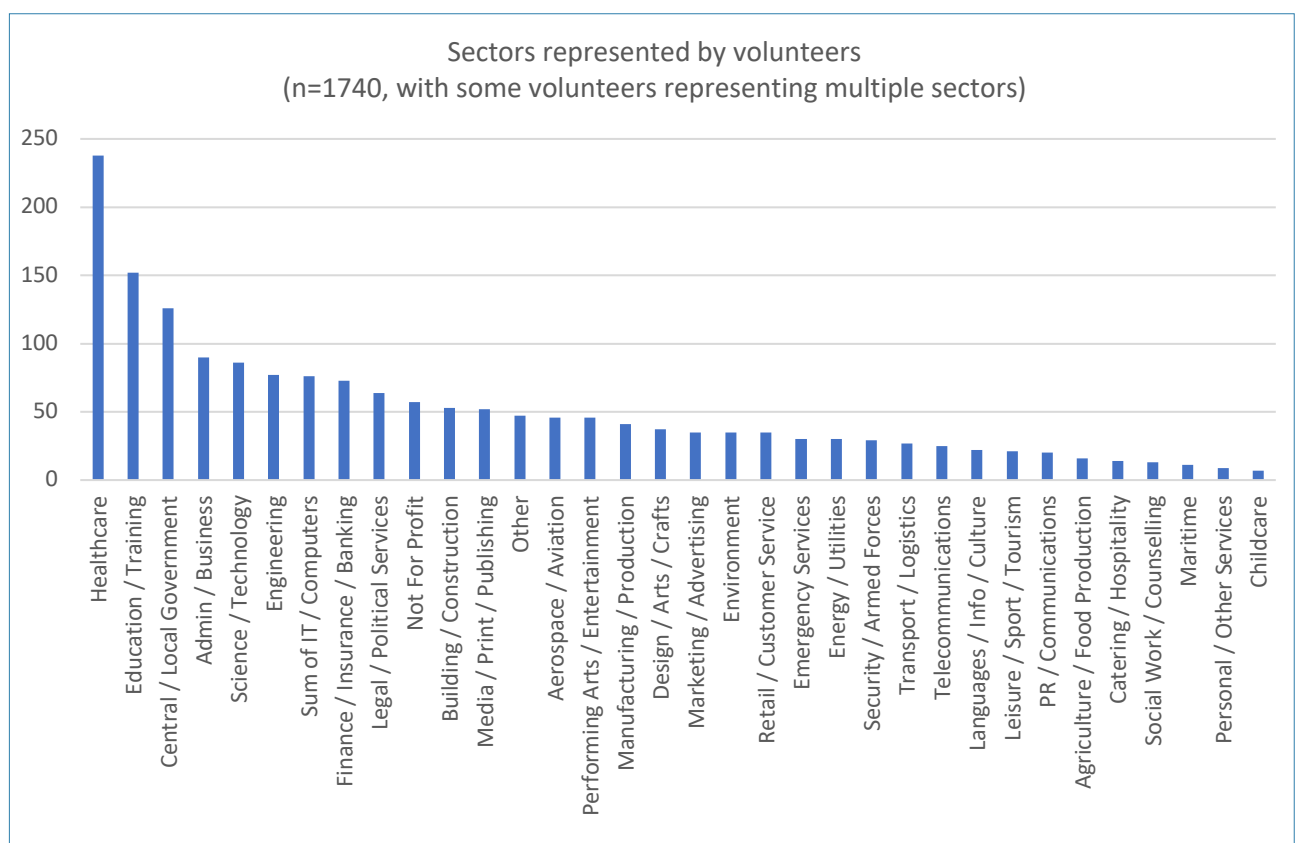
“Attentive class; using technology; the Q&A”

This virtual activity would have been better if...?

“Host had an on screen timer to count down the allotted speaker time.”

Company director (male)

Figure 21: Volunteers by sector



Number of events per volunteer

17% of volunteers did more than one event, with 52 doing more than two and six volunteers who did five events over the period. Among the volunteers doing four or five events, their jobs ranged from RAF pilot, UX designer, aerospace engineer and community

banker, through to film producer, accountant, charity professional, and paramedic.

26% of the volunteers had never worked with schools before their event and 31% had worked frequently with schools.

Figure 22: Volunteers by age

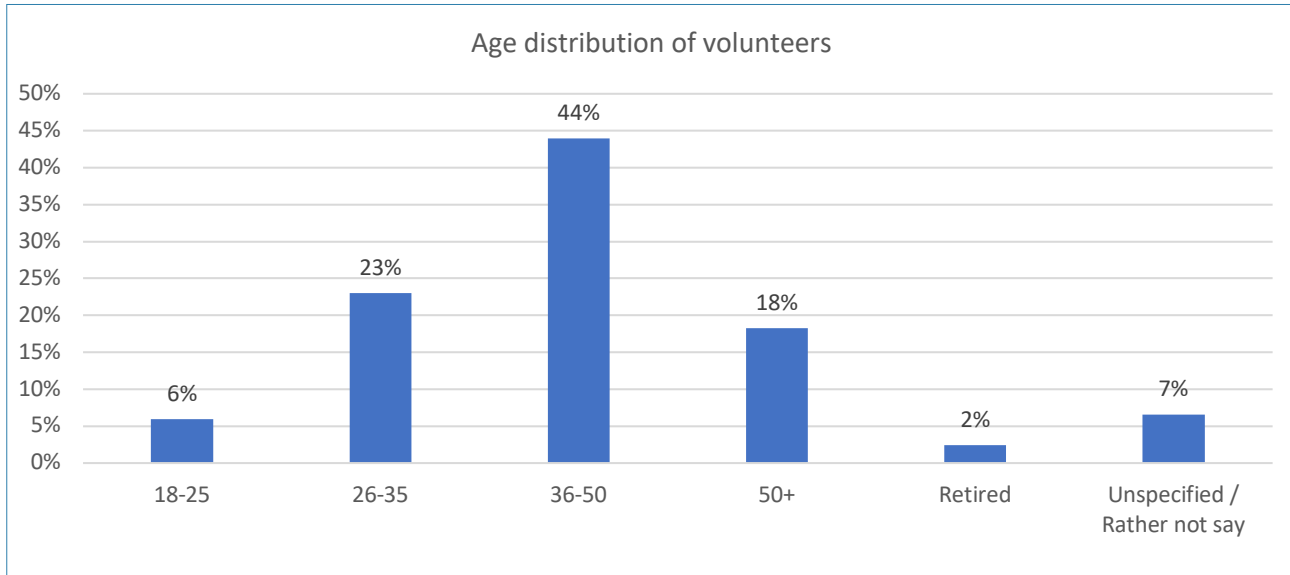
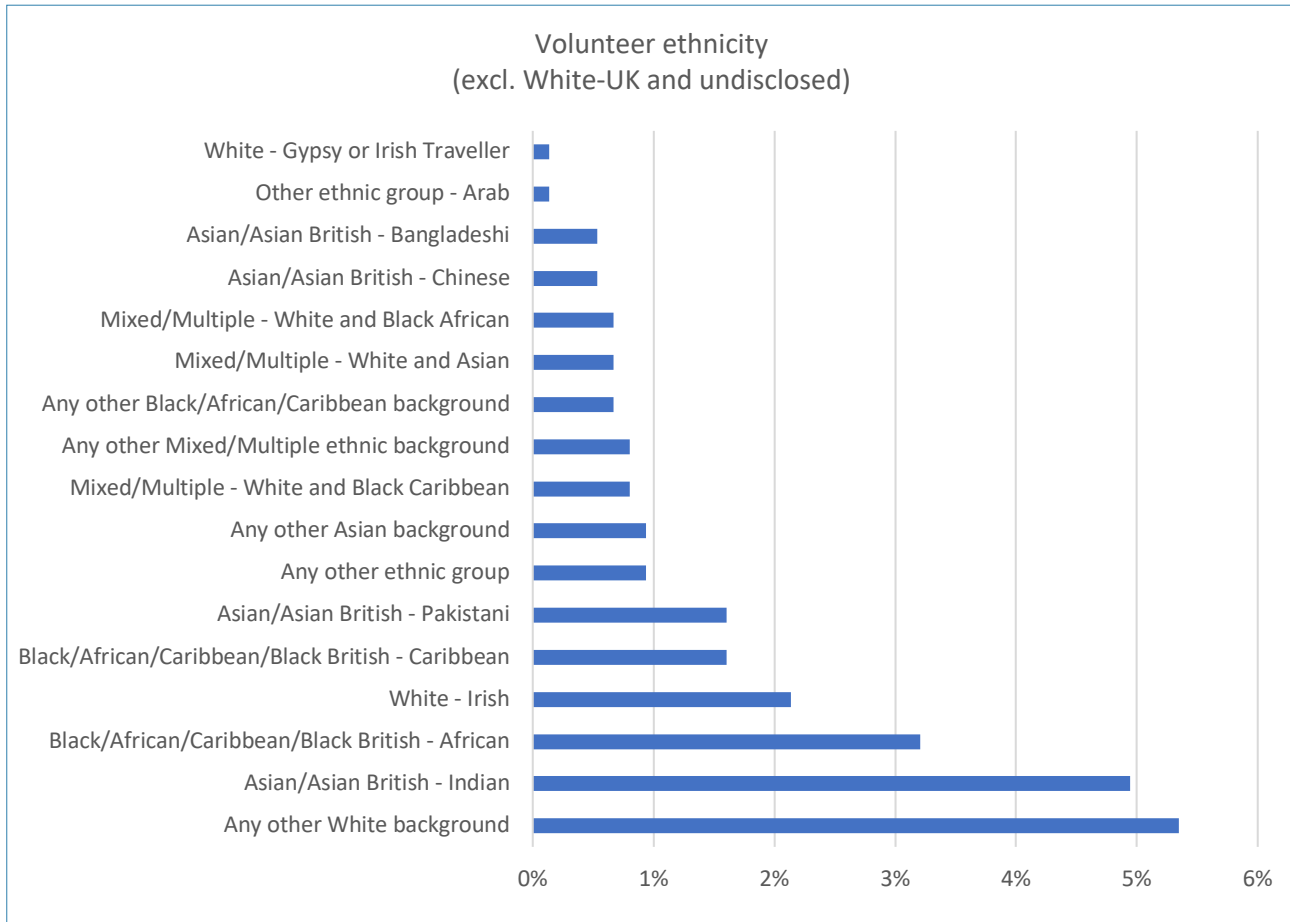


Figure 23: Volunteers by ethnicity



Demographic diversity

69% of volunteers declared as female and 30% as male, with a wide range of age and ethnic diversity (Figures 22 and 23).

Excluding the 23% of volunteers who did not provide ethnic background details or selected "Rather not say, 74% of volunteers identified as "White - English/Welsh/Scottish/Northern Irish/British", with a wide range of other ethnic backgrounds represented.

Among the 91% of volunteers who described their route through the education system, 25% said they had taken a vocational route and 75% said they had not taken a vocational route.

Feedback from volunteers

203 volunteers filled in post-event surveys following our virtual live events. These volunteers were overwhelmingly positive about the value of the events they supported and confident about continuing to support virtual interactive events in the future.

69% described their event as extremely worthwhile, 29% as very worthwhile and 2% as somewhat worthwhile, with no negative responses.

93% of volunteers said they would be interested in supporting the virtual offer in the future alongside face-to-face activities when schools are back and able to host events, with the remaining 7% saying they might be interested in continuing to support the virtual offer.



Volunteer Profile: Junior Doctor, Peterborough

Georgia Jones is a Junior Doctor in her second foundation year.

She is currently working in the A&E department at Peterborough hospital, where she sees patients soon after they arrive to assess their condition and decide on the best course of treatment.



When she was at primary school she wanted to be a scientist, and settled on medicine in Year 10. Georgia studied sciences and maths at A-Level before going on to her 5-year medical degree, and will be a Junior Doctor for several more years before choosing her specialty and training in a more specific area.

Georgia recently took part in a virtual 'What's My Line?' activity, where children asked questions to guess her job – guesses included a nurse, scientist, and lab technologist.

Children watching were able to see props which helped bring Georgia's job to life, including a stethoscope, medical tape, badge and lanyard, and scrubs. She told children that she enjoyed the problem-solving aspect of her role as well as being able to work with lots of different people, and talked about the importance of supporting co-workers during challenging times.

Alongside talking about her role, Georgia highlighted the fact that there are over 350 different jobs in the NHS. Her key advice to the class was not to worry if you don't know what to do at a young age – but when you do decide, make sure it's something you enjoy.

Georgia commented, "I personally just really enjoyed the experience. I love my job and it always feels great to tell kids more about it. Hopefully they learnt from it too and may consider being a doctor one day!"

Volunteers are motivated primarily by a desire to help, with 88% wanting to help young people see why learning is important (Figure 24) and 91% saying that the event made them feel they can make a difference to young people (Figure 25). It is great to see over half of the volunteers doing the events motivated in part by enjoyment as well.

52% also reported that they are motivated, at least in part, to support the future talent pipeline for their organisation/sector.

The least common motivation for participating was to feel connected to a community during lockdown,

but this was still identified by 20% of respondents. Far more felt motivated by COVID-19 to reach out and support schools, selected by 67% of respondents during this difficult period. Several volunteers specified other reasons not listed, including simply being asked and because "it sounded like a nice thing to do". Some were curious about how the process worked and many mentioned a desire to demonstrate the diversity in their career and the alternate pathways that could lead to success.

A significant proportion of volunteers also report meaningful gains from the experience. Figure Y shows 27% reporting greater confidence as a result of trying

Figure 24: Volunteer motivations

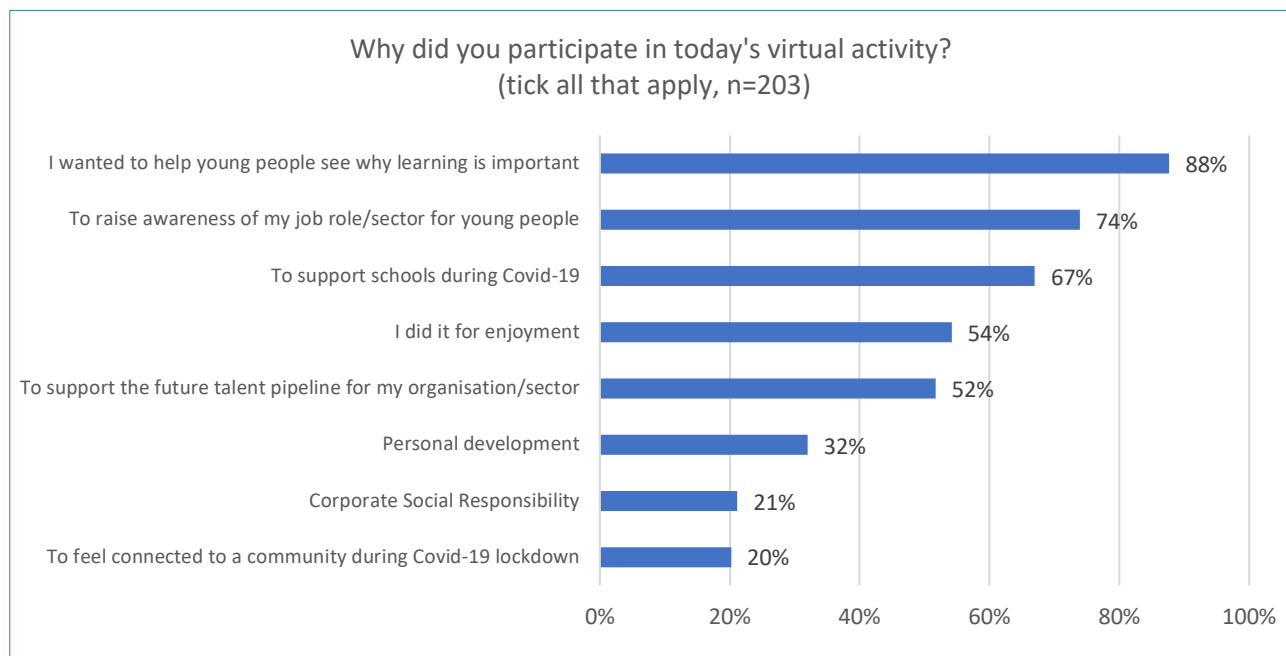
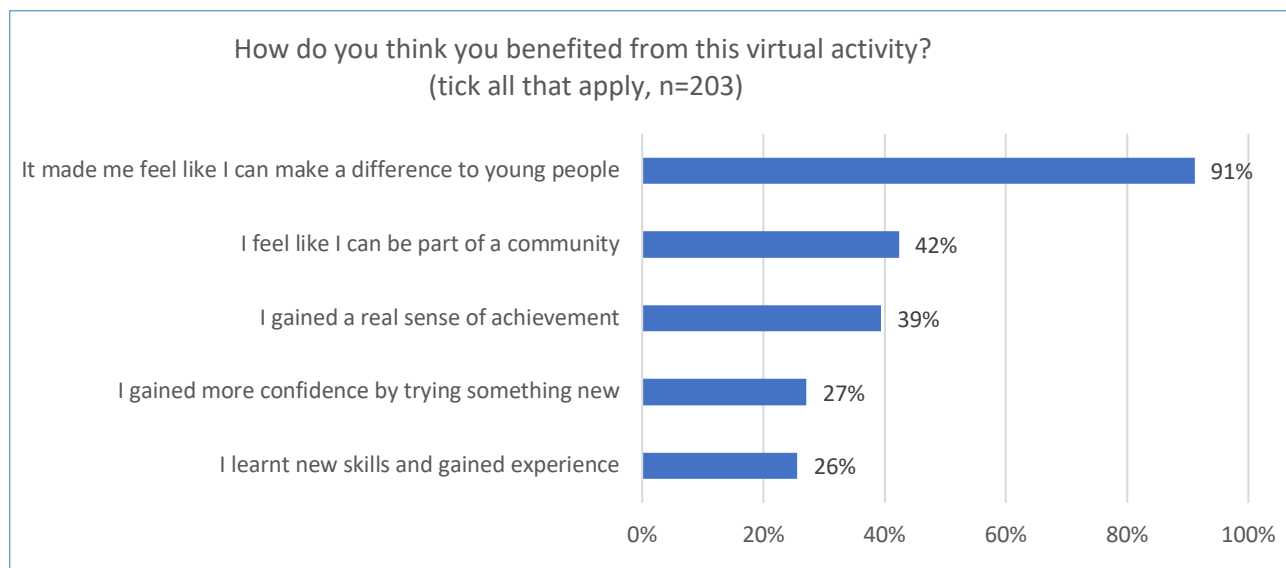


Figure 25: Volunteer reported benefits



something new and 26% saying they had learnt new skills, with 40% reported at least one of those two benefits. One volunteer was happy to report that he gained “two new LinkedIn connections” from the event.

Potential for improvement

We asked volunteers how the virtual events could be better and what, if any, additional resources would be helpful. The majority of volunteers did not report any areas to improve, with a minority making a number of helpful suggestions which Education and Employers is taking forward this year, for example with a volunteer webinar focused on age-appropriate delivery:

- Test runs, particularly to ensure volunteers can get their video and audio working quickly
- A longer time to demonstrate their career
- Separate age groups, preferably not addressing Key Stage 1 and Key Stage 2 children in the same event
- Pre-discussions for the volunteer panellists
- Challenging echo effects in the classroom
- More time for questions
- On-screen timer to help speakers keep to time
- Encourage children to submit questions in advance and to ask them on audio
- Guidance on giving short presentations (5 mins) to cover the key points without major omissions or signs of hurry.

Lasting Legacy

The positive feedback from volunteers who participated in these activities mirrors some of the key findings in our report *The Value of Volunteering*⁸ published in January 2021, which examined the effect on individuals of volunteering in schools and colleges and the parallel benefits to their employers. Particularly at this time when many companies are keen to motivate teams who may be working remotely, the research reveals that employers who support their staff to volunteer in schools and colleges has found employees to be **more motivated, more productive and have a better sense of well-being**.

The report drew on survey data from over 1,000 people volunteering in activities such as career insights talks, mock interviews, mentoring or serving as a school

governor. Employee-volunteering in schools was found to bring multiple benefits for individuals and organisations:

- 80% or more volunteers reported **benefits for their communication, influencing & relationship skills** with over half also benefitting for leadership and other skills.
- 79% reported improvements to their **sense of mission at work** as a result of volunteering in education and 68% reported greater motivation at work. 84% also described benefits for their motivation in day-to-day life outside of work.
- Over a quarter reported **greater productivity at work**, with 44% reporting manager recognition for the impact of their volunteering. More than a third said volunteering had helped them apply for different or more senior roles.
- The overwhelming majority (94%) felt they gained a **better understanding of society and social issues**
- Almost all people (99%) who are volunteering in schools felt that they **made a difference to young people**.

Crucially by utilising an online platform, volunteers register to be part of the overall programme to source volunteers for future Primary Futures activities. This contributes to a lasting legacy of engaged volunteers accessible to primary schools across the country.

What worked well with this virtual activity?

“The hosting of the call worked really well.”

This virtual activity would have been better if...?

“We could hear and see the children asking the questions – but that doesn’t change the overall effectiveness of the session, it would only be for my benefit, so certainly not high on the “needs” list!”

A BBC Operations Manager (female)

[Note: Schools typically did not allow children to appear on camera as a safeguarding policy, but sharing audio may be possible in some cases]

8 Percy & Rogers. (2020). *The Value of Volunteering: Volunteering in Education and Productivity at Work*. London: Education and Employers and the CIPD. Available at <https://www.educationandemployers.org/research/the-value-of-volunteering/>



Volunteer Profile: Training Provider and Confidence Builder Consultant

Genny Jones works independently as a Confidence Builder, encouraging both children and adults to develop confidence and believe in their abilities.



At college, Genny came across a teacher at college who believed in her potential and sowed the seeds of her future coaching career. She initially studied bookkeeping, completed an accounting apprenticeship, and then worked in the sector for many years. After having children, Genny found a new passion for helping others to believe in themselves. Now, alongside running her accountancy training business, Genny gives confidence talks in schools and has written a motivational children's book called 'I can blow up a balloon'.

Genny is a keen volunteer with Primary Futures, and alongside face-to-face activities she has already taken part in four virtual primary sessions including 'What's My Line?' and Classroom Chats. Even during virtual talks, Genny's personality shines through the screen as she encourages children to believe in themselves, to take small steps towards their goals, and to ask for support from others if they can't do something on their own. After talking about her career journey and lessons she learnt along the way, Genny always ends chats with her 'confidence song' to help children remember what they can do to have more confidence in themselves.

Genny told us, "Being a volunteer really helped me with my passion of making a difference and helping young people to be more confident in themselves. I really learnt a lot about working with young people from your resources. It was good to connect with other volunteers and share experiences. Seeing you all in the virtual session was great as I could put faces behind the emails. The support and encouragement from your team was great especially again the pre briefing session before we delivered the sessions online."

The screenshot shows a virtual session interface. On the left is a vertical grid of six video call windows showing participants. The main area contains the following text:

Education and Employers **primary futures**

Guessing Time

Time to guess!

What do the volunteers do?

www.primaryfutures.org



Mini case-study

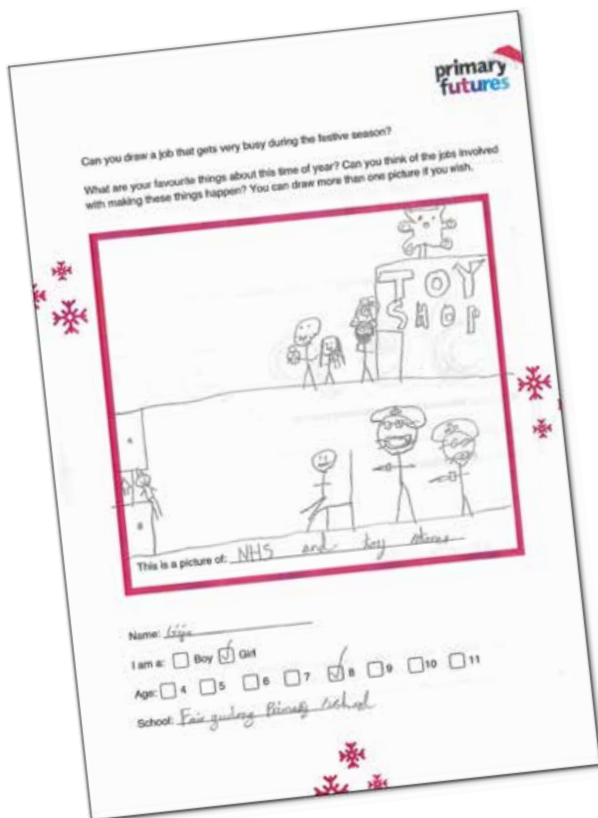
Boys' underachievement and low aspirations

At Bentley High Street Primary in Doncaster, the headteacher had identified issues with boys' underachievement and low aspirations within the community and wanted to use Primary Futures activity to highlight jobs that were accessible within their local community context.

The Primary Futures portal was used to engage a Police Inspector, a Flights Standards Officer at the Civil Aviation Authority and a managing director within the builders merchants and construction industry. Two of the volunteers had worked and trained locally and they all emphasised their jobs' involvement with people's safety and wellbeing. They advised children to be inquisitive, work hard and give everything a go and children commented that they learnt "that having a dangerous job can be really fun", "never give up", "that all jobs are important".

"We were very fortunate to be able to have Primary Futures... the careers featured were engaging and perfectly matched to our context. Despite children accessing this remotely, pupils were hooked and inspired. They were given first-hand insight into varied careers and industries and were given the time to explore this in a supportive, fun forum... Feedback has been excellent, and this has been from parents too, who were also able to watch alongside their children at home. The assembly has inspired further learning and has energised the ambition of some of our hard-to-reach pupils."

Rebecca Austwick, Headteacher, Bentley High Street Primary



Pupil drawing activity, age 8, after a festive pre-recorded volunteer event in Bristol

“ One thing that I learned from volunteers talking about their jobs is... That you can complete your dreams but you need to work hard to get there. ”
Pupil, school unknown



Appendices

Appendix A: List of Schools

We would like to thank the schools that submitted qualitative and quantitative data for this report:

Acocks Green Primary School	Birmingham	Copperfield Academy	Kent
Allenby Primary School	London	Corby Primary Academy	Northamptonshire
Allens Croft Primary School	Birmingham	Cranbrook Primary School	Ilford
Allenton Primary School	Derby	Critchill School	Somerset
Applecroft School	Welwyn Garden City	Crosshall Junior School	St Neots
Ash CE Primary School	Somerset	Curry Mallet CE Primary	Somerset
Ashburnham Community School	London	Danesholme Infant Academy	Northamptonshire
Baldernock Primary School	East Dunbartonshire	Danesholme Junior Academy	Northamptonshire
Barham Primary School	West Sussex	Davyhulme Primary School	Manchester
Beaumont Community Primary School	Suffolk	Dinglewell Junior School	Gloucester
Beech Hill Primary School	Newcastle-upon-Tyne	Dinton CofE Primary School	Wiltshire
Belvoirdale Community Primary School	Leicestershire	Downside Primary School	Bedfordshire
Bentley High Street Primary School	Doncaster	Earlham Primary School	London
Bevington Primary School	London	Eldene Nursery and Primary School	Swindon
Bilton Community Primary School	Hull	English Martyrs' Catholic Primary School	Reading
Bishop Henderson CE Primary School	Somerset	Esh Winning Primary School	Durham
Bishop Winnington-Ingram CofE Primary School	London	Even Swindon Primary School	Swindon
Bispham Endowed CE Primary School	Blackpool	Fair Furlong Primary School	Bristol
Blacklands Primary School	Hastings	Fairmead School	Somerset
Blackpool Gateway Academy	Blackpool	Forest View Primary	South Shields
Bournemouth Park Academy	Southend-on-Sea	Forster Park Primary School	London
Box Church of England Primary School	Wiltshire	Frosterley Primary School	Bishop Auckland
Bradway Primary School	Sheffield	Fynamore Primary School	Wiltshire
Bramford Church of England VC Primary School	Ipswich	Garden Fields Junior Mixed and Infant School	Hertfordshire
Brookfield Primary School	London	Goddard Park Community Primary School	Swindon
Broughton Fields Primary School	Buckinghamshire	Greasley Beauvale Primary School	Nottingham
Camelford Community Primary School	Cornwall	Great Preston VC CofE Primary School	Leeds
Castle Mead School	Somerset	Green Oaks Primary Academy	Northampton
Charles Darwin Community Primary School	Cheshire	Hamstreet Primary Academy	Kent
Charlton Mackrell CofE Primary School	Somerset	Heathcoat Primary School	Devon
Chase Terrace Primary School	Staffordshire	Hemsworth Grove Lea Primary School	Wakefield
Chilthorne Domer Church School	Somerset	Holy Cross Catholic Primary School	Swindon
Christ Church Charnock Richard CofE Primary School	Lancashire	Holy Family Catholic Primary School	Swindon
Chuckery Primary School	Walsall	Horningsham Primary School	Wiltshire
Claregate Primary	Wolverhampton	Isleworth Town Primary School	Isleworth
Clifton Primary School	Southall	Joseph Cash Primary School	Coventry
Colerne CofE Primary School	Wiltshire	Kenmont Primary School	London
Colliston Primary	Angus	Kennall Vale Primary School	Cornwall

Killingholme Primary School	North Lincolnshire	Ruishton Church of England School	Somerset
Kingsmoor Primary School	Somerset	Ruskin Junior School	Swindon
Kingston Park Primary School	Newcastle-upon-Tyne	Ryecroft Academy	Leeds
Kingston St Mary CE Primary School	Somerset	Salford Priors CE Academy	Warwickshire
Kingswood Primary Academy	Northamptonshire	Sarum St Paul's CofE (VA) Primary School	Salisbury
Lainesmead Primary School	Swindon	Scholes Village Primary	Kirklees
Landau Forte Academy Moorhead	Derby	Shawclough Community Primary	Rochdale
Lane End Primary School	Stockport	Sherard Primary School	Melton Mowbray
Lansbury Lawrence Primary School	London	Shincliffe CofE (Controlled) Primary School	Durham
Leen Mills Primary School	Nottingham	Skegby Junior Academy	Nottinghamshire
Long Lee Primary School	Bradford	Soho Parish CofE Primary School	London
Lowerplace Primary School	Rochdale	South Wingfield Primary School	Alfreton
Lydgate Junior and Infant School	West Yorkshire	Southfield Junior School	Swindon
Lyneham Primary School	Wiltshire	St Barnabas CE VC Primary	London
Mablethorpe Primary Academy	Lincolnshire	St Bede's Catholic Primary School	Basingstoke
Malvin's Close Primary School	Northumberland	St Breward Community Primary School	Cornwall
Mawnan CofE VA Primary School	Cornwall	St Francis Catholic Primary School	Bradford
Millbrook Primary School	Stalybridge	St George's Primary School	Kingston-upon-Hull
Misterton C of E first school	Nottinghamshire	St Giles Academy	Lincoln
Moor Green Primary Academy	Birmingham	St Gregory's Catholic Primary	Preston
Mountford Manor	Swindon	St Kentigern's Catholic Primary School	Blackpool
Mylor Community Primary School	Cornwall	St Margaret's At Hasbury CofE Primary School and Nursery	Halesowen
Netley Primary School and Centre for Autism	London	St Mark's Elm Tree CE Voluntary Aided Primary School	Stockton-on-Tees
Newark Hill Academy	Peterborough	St Mark's Primary School	London
Newchurch St. Nicholas CE Primary School	Lancashire	St Mary's RC Voluntary Aided Primary School	London
Newhall Park Primary School	Bradford	St Peter's Catholic Academy	Stoke-on-Trent
Norwood Primary School	Peterborough	St Teath Community Primary School	Cornwall
Oakfield Academy	Somerset	St Thomas the Martyr Voluntary Aided Church of England Primary	Lancashire
Oaklands Primary	London	St William's Catholic Primary School	Lancashire
Oaks Primary Academy	Maidstone	St. Mary's CE Primary, Bridport	Dorset
OakTree Nursery and Primary School	Swindon	St. Michael's Academy	Somerset
Otterham Community Primary School	Cornwall	St.Bedes Catholic Primary School	Hampshire
Oughtrington Community Primary School	Warrington	Steeton Primary School	Bradford
Parker's Church of England Primary School	Norfolk	Stephenson Way Academy	County Durham
Parkwood Primary School	London	Strathmore Primary School	Angus
Penpol School	Cornwall	Studfall Junior Academy	Northamptonshire
Pewsey Primary School	Wiltshire	Swillington Primary School	Leeds
Phillimore Community Primary School	Sheffield	Tattingstone Church of England Voluntary Controlled Primary School	Ipswich
Preston Primary	Devon	The Iver Village Junior School	Iver
Primrose Lane Primary	Leeds	The Park Primary School	Bristol
Queensmead Primary Academy	Leicester	The Wells Free School	Tunbridge Wells
Radipole Primary School	Weymouth	The Westborough Academy	Southend-on-Sea
Ravensworth Terrace Primary School	Chester le Street	Thomas Harding Junior School	Chesham
Redland Primary School	Wiltshire	Thornton Cleveleys Royles Brook Primary School	Thornton-Cleveleys
Reid Street Primary School	Darlington	Throston Primary School	Hartlepool
Rift House Primary School	Hartlepool	Thrumpton Primary Academy	Nottinghamshire
Roundwood Primary School	Hertfordshire		
Roxbourne Primary School	London		

Tredegar Park Primary	Newport
Walsgrave Church of England Primary School	Coventry
Weaverham Forest Primary School	Cheshire
Wenlock CofE Junior School	Luton
West Coker CofE VC Primary School	Somerset
West Kidlington Primary and Nursery School	Oxfordshire
Westgate Hill Primary	Newcastle-upon-Tyne
Westminster CE Primary Academy	Bradford
Whale Hill Primary School	Middlesbrough
Woodchurch CE Primary School	Kent
Woodvale Primary Academy	Northampton
Yoxall St Peter's CE VC Primary	Staffordshire
Zaytouna Primary School	Derby

We would like to thank the schools that took part in this scale-up pilot:

Abbot Alphege Academy	Bath and North East Somerset
Acocks Green Primary School	Birmingham
Adswold Primary School	Stockport
Alderbrook Primary School	Wandsworth
Alderman Richard Hallam Primary School	Leicester
Aldersbrook Primary School	Redbridge
Allenby Primary School	London
Allens Croft Primary School	Birmingham
Allenton Primary School	Derby
Althorpe and Keadby Primary School	North Lincolnshire
Anchorsholme Primary Academy	Blackpool
Anthony Bek Community Primary School	Derby and Derbyshire
Applecroft School	Hertfordshire
Ash Church of England Primary School	Somerset
Ashburnham Community School	Kensington and Chelsea
Aycliffe Community Primary School	Kent
Baguley Hall Primary School	Manchester
Baines' Endowed Primary School & Children's Centre, A Church of England Academy	Blackpool
Baltonsbrough Church of England Voluntary Controlled Primary School	Somerset
Barham Primary School	London
Barlborough Primary School	Derby and Derbyshire
Barnes Junior School	Sunderland
Barons Court Primary School and Nursery	Southend-on-Sea
Bay Primary School	East Riding of Yorkshire
Beacon ACE Academy	Cornwall
Beaufort Community Primary School	Derby
Beaumont Community Primary School	Suffolk
Beckfoot Heaton Primary	Bradford
Beech Hill Primary School	Newcastle upon Tyne
Belvoirdale Community Primary School	Leicester and Leicestershire
Ben Rhydding Primary School	Bradford

Benchill Primary School	Manchester
Bentley High Street Primary School	Doncaster
Bilton Community Primary School	East Riding of Yorkshire
Bishop Henderson Church of England Primary School	Somerset
Bishop Winnington-Ingram CofE Primary School	London
Bishopstone Church of England Primary School	Swindon
Bispham Endowed Church of England Primary School	Blackpool
Blackheath Primary School	Sandwell
Blacklands Primary School	East Sussex
Blackpool Gateway Academy	Blackpool
Bledlow Ridge School	Buckinghamshire
Blenheim Primary School and Children's Centre	Southend-on-Sea
Bluebell Meadow Primary School	Durham
Bonnygate Primary School	Thurrock
Boothferry Primary School	East Riding of Yorkshire
Boundary Primary School	Blackpool
Bowhill Primary School	Devon
Bowling Park Primary School	Bradford
Box Church of England Primary School	Wiltshire
Bracken Lane Primary and Nursery School	Nottingham and Nottinghamshire
Bramford Church of England Voluntary Controlled Primary School	Suffolk
Broad Square Community Primary School	Liverpool
Broadgreen Primary School	Liverpool
Brookfield Primary School	London
Broughton Fields Primary School	Buckinghamshire
Burlington Junior School	East Riding of Yorkshire
Cale Green Primary School	Stockport
Camelford Community Primary School	Cornwall
Cardwell Primary School	London
Carterhatch Junior School	London
Castle Mead School	Wiltshire
Castleford Townville Infants' School	Wakefield
Cavendish Primary School	Kingston upon Hull City of
Chandlers Field Primary School	Surrey
Chapel Street Primary School	Manchester
Charlton Mackrell CofE Primary School	Somerset
Chase Terrace Primary School	Staffordshire
Cheswick Green Primary School	Solihull
Chilthorne Domer Church School	Somerset
Chorley St James' Church of England Primary School	Lancashire
Christ Church Charnock Richard CofE Primary School	Lancashire
Christ Church CofE Primary School	London
Chuckery Primary School	Walsall
Claregate Primary School	Wolverhampton
Clifford Holroyde SEN College	Liverpool
Clifton Primary School	Ealing

Clitheroe Brookside Primary School	Lancashire	Greenside Primary and Children's Centre	Tameside
Colerne CofE Primary School	Wiltshire	Greenways Primary School	Southend-on-Sea
Colham Manor Primary School	London	Hailsham Community College	East Sussex
Co-op Academy Beckfield	Leeds	Hamstreet Primary Academy	Kent
Copperfield Academy	Kent	Harnham Church of England Controlled Junior School	Wiltshire
Corby Primary Academy	Northamptonshire	Harris Primary Academy East Dulwich	Southwark
Covingham Park Primary School	Swindon	Hawes Side Academy	Blackpool
Crab Lane Primary School	Manchester	Hazel Leys Nursery and Primary School	Northamptonshire
Cragside CofE Controlled Primary School	Northumberland	Hearsall Community Academy	Coventry
Cranbrook Primary School	Redbridge	Heathcoat Primary School	Devon
Crosshall Junior School	Cambridgeshire	Hemsworth Grove Lea Primary School	Wakefield
Culcheth Community Primary School	Warrington	Hessle Peshurst Primary School	East Riding of Yorkshire
Danesholme Infant Academy	Northamptonshire	High Crag Primary Leadership Academy	Bradford
Danesholme Junior Academy	Northamptonshire	Hill Top CofE Primary School	Bradford
Dartford Primary Academy	Kent	Hillingdon Manor School	London
Davyhulme Primary School	Trafford	Holden Clough Community Primary School	Tameside
Delph Side Community Primary School	Lancashire	Hollymount School	Worcestershire
Derwent Primary School	Derby	Holme Valley Primary School	North Lincolnshire
Dinglewell Junior School	Gloucestershire	Holme-upon-Spalding Moor Primary School	East Riding of Yorkshire
Dinton CofE Primary School	Wiltshire	Holy Cross Catholic Primary School	Swindon
Downside Primary School	Bedfordshire	Holy Family Catholic Primary School	Swindon
Earlham Primary School	Newham	Hoo St Werburgh Primary School and Marlborough Centre	Medway
Edgewick Community Primary School	Coventry	Horbury Bridge Church of England Junior and Infant Academy	Wakefield
Edwards Hall Primary School	Southend-on-Sea	Horningsham Primary School	Wiltshire
Eldene Nursery and Primary School	Swindon	Ingoldmells Academy	Lincolnshire
English Martyrs' Catholic Primary School	Reading	Ingram Road Primary School	Leeds
Esh Winning Primary School	Durham	Isleworth Town Primary School	London
Even Swindon Primary School	Swindon	Joseph Cash Primary School	Coventry
Fair Furlong Primary School	Bristol City of	Kenmont Primary School	London and Fulham
Falconbrook Primary School	London	Kennall Vale School	Cornwall
Farnborough Grange nursery/infant Community School	Hampshire	Killigrew Primary and Nursery School	Hertfordshire
Flushing School	Cornwall	Killinghall Primary School	Bradford
Forest View Primary	South Tyneside	Killingholme Primary School	North Lincolnshire
Forster Park Primary School	London	Kingsthorpe Grove Primary School	Northamptonshire
Frosterley Primary School	Durham	Kingston Park Primary School	Newcastle upon Tyne
Fulbourn Primary School	Cambridgeshire	Kingston Primary School	Essex
Fynamore Primary School	Wiltshire	Kingsway Primary School	East Riding of Yorkshire
Garden Fields Junior Mixed and Infant School	Hertfordshire	Kingswood Primary Academy	Northamptonshire
Gateway Academy	Westminster	Ladybarn Primary School	Manchester
Gillibrand Primary School	Lancashire	Ladybridge Community Primary School	Bolton
Girlington Primary School	Bradford	Lainesmead Primary School	Swindon
Glusburn Community Primary School	North Yorkshire	Lancot School	Central Bedfordshire
Goat Lees Primary School	Kent	Landau Forte Academy Moorhead	Derby
Goldenhill Primary School	Stoke-on-Trent	Lane End Primary School	Stockport
Gooseacre Primary Academy	Barnsley	Lansbury Lawrence Primary School	London
Greasley Beauvale Primary School	Nottingham	Lathom Junior School	London
Great Preston VC CofE Primary School	Leeds	Leen Mills Primary School	Nottingham
Green Oaks Primary Academy	Northamptonshire		

Leys Junior School	Derby and Derbyshire	Pewsey Primary School	Wiltshire
Lockington Church of England Voluntary Controlled Primary School	East Riding of Yorkshire	Phillimore Community Primary School	Sheffield
Lound Junior School	Sheffield	Place Farm Primary Academy	Suffolk
Lovers Lane Primary and Nursery School	Nottingham and Nottinghamshire	Preston CofE Primary School	Somerset
Luddington and Garthorpe Primary School	North Lincolnshire	Preston St Matthew's Church of England Primary School	Lancashire
Lydgate Junior and Infant School	Kirklees	Priorswood Primary School	Somerset
Lyneham Primary School	Wiltshire	Queensmead Primary Academy	Leicester
Mablethorpe Primary Academy		Radipole Primary School	Dorset
Malvin's Close Primary School	Northumberland	Ravensworth Terrace Primary School	Gateshead
Manorfield Primary School	London Hamlets	Red Oaks Primary School	Swindon
Maple Court Academy	Stoke-on-Trent	Redland Primary School	Wiltshire
Marston Green Junior School	Solihull	Reid Street Primary School	Darlington
Martins Wood Primary School	Hertfordshire	Rift House Primary School	Hartlepool
Mawnan CofE VA Primary School	Cornwall	Riverley Primary School	London
Mayflower Primary School	London	Robin Hood Junior and Infant School	Birmingham
Mill Hill Primary Academy	Stoke-on-Trent	Rossington Tonedale Infant School	Doncaster
Millbrook Primary School	Tameside	Rowdown Primary School	London
Moor Green Primary Academy	Birmingham	Roxbourne Primary School	London
Moorside Community Primary School	Calderdale	Ruishton Church of England School	Somerset
Morpeth Road Academy	Northumberland	Russell Scott Primary School	Tameside
Mortimer Primary School	South Tyneside	Ryders Hayes School	Walsall
Moss Bury Primary School and Nursery	Hertfordshire	Ryecroft Academy	Leeds
Mylor Community Primary School	Cornwall	Salford Priors Church of England Academy	Warwickshire
NCEA Bishop's Primary School	Northumberland	Sandown Primary School and Nursery	East Sussex
Nessfield Primary School	Bradford	Sandy Hill Academy	Cornwall
Netley Primary School & Centre for Autism	London	Sarum St Paul's CofE (VA) Primary School	Wiltshire
Newark Hill Academy	Peterborough	Scawthorpe Castle Hills Primary School	Doncaster
Newchurch St Nicholas C of E Primary Sch	Lancashire	Scholes Village Primary School	Kirklees
Newhall Park Primary School	Bradford	Scissett Middle School	Kirklees
Newton-le-Willows Primary School	St. Helens	Selwyn Primary School	Newham
Northbourne Church of England Primary School	Oxfordshire	Seven Stars Primary School	Lancashire
Norwood Primary School	Sefton	Sharlston Community School (3-11): With Visual Impairment Resource	Wakefield
Oak Meadow Primary School	Wolverhampton	Sharrow Nursery, Infant and Junior School	Sheffield
Oaks Primary Academy	Kent	Sherard Primary School	Leicester and Leicestershire
OakTree Nursery and Primary School	Swindon	Shincliffe CofE (Controlled) Primary School	Durham
Oasis Academy Long Cross	Bristol City of	Shinewater Primary School	East Sussex
Oldfield Primary School	London	Short Wood Primary School	Telford and Wrekin
Orchard Lea Junior School	Hampshire	Skegby Junior Academy	Nottinghamshire
Orrell Newfold Community Primary School	Wigan	Skegness Junior Academy	Lincolnshire
Otterham Community Primary School	Cornwall	Soho Parish CofE Primary School	Westminster
Our Lady's Catholic Academy	Stoke-on-Trent	South Camberley Primary & Nursery School	Surrey
Parker's Church of England Primary School	Norfolk	South Molton Community Primary School	Devon
Parkwood Primary School	London	South Parade Primary School	Wakefield
Penpol School	Cornwall	South Rise Primary School	London
Penryn Primary Academy	Cornwall	Southam Primary School	Warwickshire
		Southfield Junior School	Swindon

St Alban's Catholic Primary School Chaddesden	Derby	Steeton Primary School	Bradford
St Alphonsus' Catholic Primary School	Middlesbrough	Stephenson Way Community Primary School	Durham
St Anne's Catholic Primary School	Birmingham	Studfall Junior Academy	Northamptonshire
St Anne's Catholic Primary School	Bradford	Summerhill Primary School	Sandwell
St Augustine's Catholic Academy	Stoke-on-Trent	Swillington Primary School	Leeds
St Barnabas Church of England VC Primary School	Bristol City of	Tangmere Primary Academy	West Sussex
St Barnabas Church of England VC Primary School	Bristol City of	Tattingstone Church of England Voluntary Controlled Primary	Suffolk
St Bede's Catholic Primary School	Hampshire	Temple Sutton Primary School	Southend-on-Sea
St Benedict's Catholic Primary School Hindley	Wigan	The Billinghay Church of England Primary School	Lincolnshire
St Breward Community Primary School	Cornwall	The Glebe Primary School	Stockton-on-Tees
St Francis Catholic Primary School	Bradford	The Green Way Academy	Kingston upon Hull City of
St Francis de Sales Catholic Junior School	Liverpool	The Grove Primary School	Wiltshire
St George's Church of England Primary School, Great Bromley	Essex	The Iver Village Junior School	Buckinghamshire
St Georges CofE (Aided) Primary School	Kent	The Laurels Primary School, Worthing	West Sussex
St George's CofE Controlled Primary School	Derby and Derbyshire	The Lincoln Manor Leas Junior School	Lincolnshire
St Giles Academy	Lincolnshire	The Park Primary School	South Gloucestershire
St Gregory's Catholic Primary School, Preston	Lancashire	The Skegness Seathorne Primary School	Lincolnshire
St Helen's Church of England Primary School, Cliffe	Medway	The Smallberry Green Primary School	London
St James' Catholic Primary School, Skelmersdale	Lancashire	The Wells Free School	Kent
St James's Hatcham Church of England Primary School	London	The Westborough Academy	Southend-on-Sea
St John Vianney's Catholic Primary School	Blackpool	Thomas Buxton Primary School	London
St John's Church of England Voluntary Controlled Infants School	Somerset	Thomas Harding Junior School	Buckinghamshire
St John's Upper Holloway CofE Primary School	London	Thornton Cleveleys Royles Brook Primary School	Lancashire
St Joseph's Catholic Junior School	London	Thorpedene Primary School	Southend-on-Sea
St Joseph's Catholic Primary Voluntary Academy	North East Lincolnshire	Throston Primary School	Hartlepool
St Kentigern's Catholic Primary School	Blackpool	Thrumpton Primary Academy	Nottingham and Nottinghamshire
St Laurence In Thanet Church of England Junior Academy	Kent	Thurgoland Church of England (Voluntary Controlled) Primary	Barnsley
St Luke's Church of England Primary School	Northamptonshire	Tongue Moor Primary Academy	Bolton
St Margaret's At Hasbury CofE Primary School and Nursery	Dudley	Tow Law Millennium Primary School	Durham
St Mark and All Saints Church of England Primary School	Surrey	Town Field Primary School	Doncaster
St Mark's Elm Tree CE Voluntary Aided Primary School	Stockton-on-Tees	Townfield Primary School	Doncaster
St Mark's Primary School	London	Tredegar Park Primary	Newport City Council
St Mary's RC Voluntary Aided Primary School	London	Trinity Church of England/Methodist School	Lancashire
St Mary's Voluntary Aided Primary School	South Tyneside	Twelve Apostles Catholic Primary School	Wigan
St Oswald's Catholic Primary School, Coppull	Lancashire	Upton-upon-Severn CofE Primary School	Worcestershire
St Peter's CofE Aided Junior School	Cambridgeshire	Valley Primary School	Bromley
St Teath Community Primary School	Cornwall	Village Primary Academy	Derby
St Thomas the Martyr Voluntary Aided Church of England Primary	Lancashire	Walderslade Primary School	Medway
St William's Catholic Primary School	Bradford	Walsgrave Church of England Primary School	Coventry
St. Michael's Academy	Somerset	Warley Primary School	Essex
Staites, Seton Community Primary School	North Yorkshire	Warmsworth Primary School	Doncaster
Stanley Burnside Primary School	Durham	Warrington St Barnabas CofE Primary School	Warrington
Stanley Primary School	Blackpool	Washwood Heath Academy	Birmingham
		Weaverham Forest Primary School	Cheshire West and Chester
		Welton Primary School	Bath and North East Somerset

Welton St Mary's Church of England Primary Academy	Lincolnshire	Widney Junior School	Solihull
Wenlock CofE Junior School	Luton	Willow Wood Community Nursery & Primary School	Cheshire West and Chester
West Coker CofE VC Primary School	Somerset	Wimborne St Giles Church of England First School and Nursery	Dorset
West Kidlington Primary and Nursery School	Oxfordshire	Wistaston Academy	Cheshire East
Westbourne Primary School	West Sussex	Woodchurch CofE Primary School	Wirral
Westerhope Primary School	Newcastle upon Tyne	Woodfield Primary School	Doncaster
Westgate Hill Primary School	Newcastle upon Tyne	Woodvale Primary Academy	Northamptonshire
Westminster Primary Academy	Blackpool	Wycliffe CE Primary School, Shipley	Bradford
Whale Hill Primary School	Redcar and Cleveland	Zaytouna Primary School	Derby
Wicklewood Primary School	Norfolk		

Appendix B:

Hallmarks of Success

These 'hallmarks of success' developed with the NAHT outline the outcomes and activities that primary schools should aim for and provide when delivering career-related learning:

Desired influence on children:

1. Excite and motivate children about their learning by linking and embedding in the curriculum strong connections between education and the world of work.
2. Broaden children's horizons and raise aspirations.
3. Help children see a clear link between their learning experiences and their future.
4. Challenge stereotypes that children and their parents often have about jobs and the people who do them.
5. Support all children to raise their standards of achievement and attainment.
6. Help children learn more about their own talents and abilities and instil greater confidence.
7. Reinforce the importance of numeracy and literacy in later life.

Activities:

1. Invite volunteers from the world of work to visit and chat with children.
2. Deliver career-related learning programmes that help children connect their subject learning to opportunities now and in the future.
3. Organise trips e.g. to a workplace, museum, or university and use these trips as opportunities for career-related learning.
4. Make good use of online learning materials in the classroom such as games, videos, role play, and individual group activities.
5. Explore the diverse routes adults have taken to get their current job e.g. vocational (including apprenticeships), academic, starting their own business etc.
6. Tailor career-related learning to the different ages and needs of all children.

A&E Doctor **Academic Communications and Impact Officer** **Accommodation Assistant** **Accountant**
Account Manager **Acoustic Intelligence Technician** **Active Health Manager** **Actor** **Actuary**
Acupuncturist **Administrative Caseworker** **Admissions and Access Specialist** **Aerospace Engineer**
Agile Coach **Agony Aunt** **Airline Cabin Crew** **Air Traffic Controller** **Algorithms Engineer**
Ambulance Dispatcher **Anaesthetist** **Animal Behaviourist** **Animator** **Anthropologist**
Anxiety Specialist **Application Developer** **Apprentice Bookbinder** **Architect** **Archivist** **Art Director**
Art Therapist **Astrophysicist** **Audio Video Technician** **Barista** **Barrister** **Bicycle Framebuilder**
Bid Writer **Biomedical Scientist** **Blogger** **Bookseller** **Border Force Officer** **Box Office Manager**
Brand Manager **Bridge Engineer** **Broadband Technician** **Broadcast Agent** **Business Advisor**
Business Development Co-ordinator **Buyer** **Campaigner** **Captain** **Cardiologist** **Casting Director**
Category Manager **Change Delivery Manager** **Chief of Staff** **Choreographer** **Cinema Manager**
Civil Engineer **Civil Servant** **Claims Adjuster** **Clinical Librarian** **Colour and Materials Designer**
Comedy Writer **Commodities Trader** **Communication and Engagement Specialist** **Community Midwife**
Company Director **Compliance and Risk Manager** **Conference Interpreter** **Construction Manager**
Consultant **Contracts Manager** **Conveyancer** **Copywriting and Content Director** **Court Usher**
Couture Milliner **Cricket Coach** **Critical Care Nurse** **Curator** **Customer Team Leader** **Customs Officer**
Cyber Security Apprentice **Data Analyst** **Debt Adviser** **Dentist** **Detective Inspector**
Development Chef **Diagnostic Radiographer** **Dietician** **Digital Media Manager** **Disability Advisor**
Disaster Recovery Manager **Drainage and Flood Risk Technician** **Driving Examiner** **Economist**
Education Researcher **Emergency Call Handler** **Energy Manager** **Environmental Advisor**
Environmental Health Officer **Estate Manager** **Ethical Co-ordinator** **Events Manager**
Exploration Geologist **Fashion Buyer** **Features Editor** **Festival Manager** **Fleet Engineer**
Flight Test Engineer **Food Safety Technologist** **Forensic Scientist** **Forest Manager** **Fraud Investigator**
Fundraiser **Futurologist** **Games Tester** **Garden Designer** **Glass Artist** **Grants Officer** **Graphic Designer**
Headhunter **Health and Safety Advisor** **Health Visitor** **HR Manager** **Immigration Officer**
Improvement Manager **Information Security Manager** **International Policy Advisor** **Java Developer**
Journalist **Lab Manager** **Language Tutor** **Lawyer** **Learning & Development Officer** **Lighting Visualiser**
Literary Agent **Locksmith** **Macmillan Nurse** **Major Projects Manager** **Marketing Officer**
Mechanical Design Engineer **Media Analyst** **Medical Copywriter** **Mental Health Occupational Therapist**
Merchandiser **Merchant Navy Officer** **Nursery Manager** **Offshore Co-ordinator** **Oil Trader**
Operations Manager **Optometrist** **Outdoor Instructor** **Parliamentary Researcher** **Personal Trainer**
Pharmacist **Photographer** **Physiotherapist** **Picture Editor** **Planning Inspector** **Podcaster**
Policy Advisor **Press Officer** **Probation Officer** **Procurement Manager** **Product Developer**
Project Manager **Psychotherapist** **Recruitment Consultant** **Refugee Resettlement Manager**
Research and Statistics Officer **Shipping and Logistics Manager** **Surveyor** **Silversmith**
Social Media Manager **Social Worker** **Software Developer** **Solicitor** **Sonographer** **Speechwriter**
Sport Development Officer **Stockbroker** **Stonemason** **Sub Editor** **Sustainability Co-ordinator**
Tax Advisor **Theatre Producer** **Town Planner** **Transport Modeler** **Travel Agent** **Tribunal Caseworker**
TV Director **UX Designer** **Vet** **Visitor Services Manager** **Volunteer Manager** **Waste Engineer**
Website Designer **Wine Buyer** **Writer** **Young Carers Manager** **Youth Advice Worker** **Zoologist**

A selection of the jobs available via the Primary Futures match-making system

Education and Employers

Quantum House
22-24 Red Lion Court
Fleet Street
London EC4A 3EB