



**Baroness Barran**

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Lord Aberdare  
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27 June 2022

Dear Alistair,

During Day 4 of Committee for the Schools Bill, you asked three questions about careers guidance for young people, on which I committed to write (Hansard, column 45, 20 June 2022).

Firstly, you asked about the government's plans to ensure that all primary schools have a careers programme in line with the Gatsby Benchmarks (Hansard, column 21, 20 June 2022). I would like to reassure you that we are committed to encouraging primary schools to support children to start exploring the world of work at a young age, particularly to encourage children to have higher aspirations and challenge stereotypes. The recent Schools White Paper [Opportunity for all](#) announced the introduction of a programme for careers provision in primary schools in areas of disadvantage. The programme will adapt three out of the eight Gatsby Benchmarks of Good Career Guidance which are most suited for the primary age range, for use in primary settings. The Gatsby Benchmarks serve as a framework for improvement in careers provision in secondary schools and colleges and were adopted by government in 2017.

Secondly, you asked how the government will ensure that adequate resources and facilities are available to deliver these plans, including not just financial assistance for disadvantaged schools but an adequate pipeline of fully trained and qualified careers guidance professionals, as well as careers leaders in schools (Hansard, column 21, 20 June 2022). We expect to release further information about the programme for disadvantaged primary schools shortly (including how we intend to resource and support schools to deliver the programme) and we are considering the role of continued professional development for teachers within the design of the programme.

The new programme for careers provision in disadvantaged primary schools is in addition to the support already available. Through the 2017 Careers Strategy, we invested over £2m funding which delivered a What Works research paper and a Primary Toolkit for sharing existing best practice and research on career-related

learning in primary schools. The toolkit continues to support schools and other organisations to share good practice. More information can be found on The Careers & Enterprise Company website: [www.primary-careers.careersandenterprise.co.uk](http://www.primary-careers.careersandenterprise.co.uk)

Careers leaders and qualified careers guidance professionals are both integral to the delivery of high-quality careers programmes in secondary schools and colleges. The careers leader role is becoming widely established and the delivery of effective training is being overseen by The Careers & Enterprise Company. Over 2,200 careers leaders have participated in funded training since September 2018. The Gatsby Benchmarks are opening up more opportunities for careers guidance professionals, as they set a clear expectation that every young person should have opportunities for guidance interviews with a careers adviser trained to an appropriate level. These guidance interviews should be available whenever significant study or career choices are being made. Schools and colleges have responded very positively with the 'personal guidance' benchmark being the strongest performing of the eight benchmarks.

Thirdly, you asked what action the government will take to ensure that all teachers learn about careers education as part of their training (Hansard, column 21, 20 June 2022). All teachers have an important role to play in embedding careers successfully throughout the school curriculum. An important element of the Gatsby Benchmarks focuses on teachers highlighting the relevance of their subjects for a wide range of career pathways. We are seeing more classroom teachers making this link but we want to go further. In the Schools White Paper, we committed to improve professional development for teachers and leaders on careers education. We will set out more detail soon but our plans will include the chance for teachers to improve professional practice by increasing knowledge of technical education and apprenticeships, building new relationships with local employers and training providers and broadening experience of industry.

I hope this letter provides you with reassurance on these matters. I intend to place a copy of this letter in the House library.

Yours sincerely,



**BARONESS BARRAN**  
**PARLIAMENTARY UNDER-SECRETARY OF STATE**