



Department
for Education

Christine Hodgson
c/o The Careers & Enterprise Company
120 Aldersgate St,
Barbican,
London EC1A 4JQ

16/11/2022

Subject: Programme for careers provision in primary schools
Jaggaer number con_17288

Dear Christine,

Thank you for your application dated 27th July 2022 for funding for the above programme.

I am pleased to inform you that you have been successful in the **Programme for careers provision in primary schools** launched in November 2022. On behalf of the Secretary of State for Education, I would like to offer **The Careers & Enterprise Company** a grant on the terms of the enclosed funding agreement. The Power under which the grant is to be paid: Section 14 of the Education Act 2002 and will accordingly be paid only in respect of approved expenditure incurred by The Careers & Enterprise Company for the purpose of the funded activities.

This Grant is to deliver targeted age and year group appropriate careers guidance in primary schools across the 55 Education Investment Areas (EIAs). The programme delivery will involve adapting three out of the eight Gatsby Benchmarks of Good Career Guidance for use in primary settings. The Gatsby Benchmarks serve as a framework for improvement in careers provision and were adopted by government in 2017 for use in secondary settings.

The key aim of the programme is to increase awareness amongst young people of jobs and career pathways available, underpinned by an emerging understanding of the link between education, qualifications, skills and work opportunities.

Annex F attached provides more details about the programme's aims and

objectives.

Summary description of the Programme

The recent schools white paper Opportunity for all announced the introduction of a new programme for improving careers provision in primary schools in areas of disadvantage.

The programme will target primary schools in the 55 Education Investment Areas (EIAs) that were announced in the levelling up white paper and be supported by £2.6m, for a grant funding agreement that will run from November 2022 to March 2025.

The programme design will reference three out of the eight Gatsby Benchmarks of Good Career Guidance which are most suited for the primary age range. The Gatsby Benchmarks serve as a framework for improvement in careers provision and were adopted by government for use in secondary schools and colleges in 2017.

The programme will seek to inspire pupils about the world of work, drawing on positive role models from a range of industries and sectors to help raise aspirations, challenge stereotypes and help children link their learning to future jobs and careers.

Teachers and schools will be supported with Continued Professional Development, resources and support networks so they are equipped to continue careers delivery beyond the programme end.

This correspondence constitutes a Grant Offer Letter. This letter will form an integral part of the Grant Agreement. The offer is subject to the provisions, limitations and conditions set out below and in the DfE general grant terms and conditions.

I am pleased to inform you that the Department is willing to offer your organisation funding of up to **£2,600,000** for the period from **1st November 2022** to **31st March 2025**. This is split into £600k for financial year 2022-23, £1m for financial year 2023-24 and £1m for financial year 2024-25.

This offer is subject to the terms and conditions set out below, and to the attached Department for Education general Grant Terms and Conditions¹. You should read all annexes and general T&Cs carefully before accepting the

¹ <https://www.gov.uk/government/publications/grant-funding-agreement-terms-and-conditions>

offer of funding. Failure to observe these terms and conditions may result in the funding being withdrawn.

Complying with new Government policies

As a grant recipient of funding from the Department, you must ensure that you are aware of your obligations under the General Data Protection Regulation (GDPR). This is on the basis that, for the purposes of grant funding and the terms of funding between the Department and the Company you do not process Personal Data on behalf of the Department. Should the Department require you to process Personal Data on their behalf, then the Department will issue written instructions to you in connection with such processing. The Company shall comply with its obligations under the Retained Regulation (EU) 2016/679 (UK GDPR) and the Data Protection Act 2018 as applicable to general processing of personal data (the UK GDPR regime).

The Careers & Enterprise Company shall ensure that:

- Where appropriate the external facing online digital tools and services that will support delivery of the programme reflect Government Digital Service (GDS) best practice as outlined at GDS Service Manual.
- Online services comply with WCAG 2.1 level AA accessibility standards.
- DfE's minimum cyber security standards are complied with as outlined in Cyber Essentials.

Clause 39.1 of the general Grant Terms and Conditions² refers to changes in project personnel. With like for like recruitment, CEC will continue to notify the Department of personnel changes in relation to this Grant Funding Agreement. With non-like for like, CEC will notify the Department before any changes in head count, salary, and delivery role. The method of exchanging this information for the purposes of this Grant Funding Agreement are agreed to be through monthly and quarterly review meetings. Any amendments proposed to this delivery method will be agreed by both parties.

The Careers & Enterprise Company shall comply with the department's external data sharing guidance as outlined at DfE external data shares – GOV.UK (www.gov.uk).

The grant funding is provided on the strict understanding that none of this funding is to be used for advertising, marketing, communications and consultancy, or for any costs associated with the maintenance, technical development or updating of existing websites or for the development/creation of new websites.

² <https://www.gov.uk/government/publications/grant-funding-agreement-terms-and-conditions>

In addition to providing a signed copy of this agreement, you are then requested to follow the instructions on Bank Account Details (Annex B) and provide your organisation's bank account details. This will allow us to set your organisation up on the Department's payment system to receive the grant.

Payment claims can only be sent to the DfE once the Grant Agreement has been signed and any pre-disbursement conditions have been met. Payments will be disbursed into the bank account number provided through the DfE suppliers' bank details process provided by the Careers & Enterprise Company.

Please note that any delays in returning the documents could result in a delay to the grant payment.

The Grant Manager for this Project at the DfE Careers Policy Unit is Martin Ngotho (Martin.Ngotho@education.gov.uk). We look forward to working with you to bring about the rapid signature of the Grant Agreement.

ACCEPTANCE OF OFFER

If you wish to accept this offer of a grant, please sign both copies of the enclosed grant funding agreement [Annex A] in the space provided and return one of them to Martin Ngotho by post, on or before 18/11/2022. Please retain the other copy for your records. You must accept this grant offer and the conditions made in it in writing no later than [10 days or four weeks] from the date of this letter.

If you cannot return the acceptance by the specified date, please contact me before that date to explain the reasons. Otherwise, we will assume that the offer has been refused, and it will be withdrawn without further correspondence.

Yours sincerely,

Neil Archbold

For and on behalf of Department for Education Higher and Further Education
Commercial Web: www.education.gov.uk

Annex A – Acceptance of Grant Offer and effective date –
Jaggaer number con_17288

This Grant Funding Agreement is effective from the date of signing.

Signed by person authorised to sign on behalf of the Secretary of State	
Date	
Signature	
Name (please print)	
Position in DfE	

As representative of The Careers & Enterprise Company, I have read both the Grant Offer Letter and associated annexes, and the Department for Education Grant Funding Agreement Terms and Conditions as contained on its [website](#). I agree to comply with the notified conditions of the grant on which the offer is made.

Signed by a person authorised to sign on behalf of The Careers & Enterprise Company	
Date	17/11/22
Signature	<i>Christine Hodgson</i>
Name (please print)	CHRISTINE HODGSON
Position in organisation	CHAIRMAN

Principal contacts	Department	Careers & Enterprise Company
Contact name/Postal address		
Position		
Telephone no.		
Email address		

Annex E – Details of Grant Resource Budget Allocation- Jaggaer number con_17288

Table 1 – Overview of Estimated Budget

Item	Cost (FY 22-23)	Cost (FY 23-24)	Cost (FY 24-25)	Total
Overview of Income and revenue				
A. Income				
A1: Grant from the DfE	£600,000	£1,000,000	£1,000,000	£2,600,000
A2: Financial contributions [Grantee own resources]				
A3: Other Financial Contributions from third parties – Match Funding, Contributions in Kind				
A4: [+Other income to be specified]				
TOTAL Income A	£600,000	£1,000,000	£1,000,000	£2,600,000
Overview of Expenditure				
B. Eligible Salary costs				
B1: Staff and Volunteer Costs Salaries, Wages and any associated direct costs	£43,000	£80,000	£78,000	£201,000
B2: Travel and subsistence	£1,000	£2,000	£2,000	£5,000
B3: Office equipment and materials				
B4: Other direct costs eg training				
B5: [+Other costs – to be specified]				
Subtotal B	£44,000	£82,000	£80,000	£206,000
C. Administration [non-staff] costs				
C1: Payments to Service Providers: Sub-contracting and other external services Delivery through grants to Careers Hubs in EIAs; 50% of cost of Primary Enterprise Coordinators to set up and run Primary networks and deliver against programme KPIs	£99,000	£500,000	£403,500	£1,002,500

C1: Payments to Service Providers: Sub-contracting and other external services (For each supplier please identify these costs)	£452,000	£413,000	£511,500	£1,376,500
C2: Indirect costs – Overheads				
C3: Advertising, marketing, communications (where approved by DfE)				
C4: Consultancy (where approved by DfE)				
C5: Audit fees [Annual Certification of Expenditure]				
C6: Irrecoverable VAT costs				
C7: [+Other service costs – to be specified] Programme information material costs (information packs) Development of guidance to help employers engage at primary level (e.g., consistent with the Employer Standards)	£1,000	£1,000	£1,000	£3,000
C7: [+Other service costs – to be specified] Launch event	£4,000	£4,000	£4,000	£12,000
Subtotal C	£556,000	£918,000	£920,000	£2,394,000
TOTAL Grant Costs [B+C]	£600,000	£1,000,000	£1,000,000	£2,600,000

Annex F – List of objectives for which the grant is being paid

Jaggaer number con_17288

1 Background

Evidence tells us that children begin to form ideas about their futures when they are as young as five or six. As a result, there is a case to suggest that pupils at the primary phase of education can benefit from career-related learning that broadens their horizons, raises aspirations and provides early insights into the world of work, helping them learn about the various career paths and roles within them. This includes linking curriculum subjects with possible career paths. Career-related learning in primary schools can give pupils a wide range of experiences of education, help support the transition to secondary school and work. These engagements can help children to be inspired to consider careers that challenge stereotypes and that may not be immediately accessible through their family and friends.

The Government committed in the 2017 Careers Strategy to test which careers activities are appropriate and work well in primary schools. The strategy awarded £2 million to The Careers & Enterprise Company (CEC) to run a pilot scheme – the Primary Fund⁴ - designed to test new programmes, or expand ones that work, including in disadvantaged areas. It also committed to work with the CEC and interested Opportunity Areas (the precursor to EIAs) to explore new approaches to employer engagement and early careers activities in primary schools, and agreed to share the results widely so that other schools could benefit and learn from the pilots. The pilot also resulted in the development of a Resources platform for sharing existing best practice and research on career-related learning in primary schools.

The schools white paper Opportunity for all, published in March 2022, builds on the Primary Fund pilot scheme and insights from its evaluation report,⁵ by announcing a commitment to create a new programme for careers provision in primary schools targeted at areas of disadvantage, specifically Education Investment Areas (EIAs), where social and educational outcomes are weaker. This is in keeping with the government's social mobility and levelling up agendas, which looks to create opportunities for children from disadvantaged backgrounds, enhancing their life and career outcomes.

Extending careers provision to engage primary schools is also important if we are to realise the wider government commitment focussed on creating a workforce that meets the needs of an ever-changing jobs market. Education and skills are at the very heart of our plans to level up opportunity across the country and allow talent to flourish. The reforms set out in the skills⁶, schools⁷ and levelling up⁸ white papers will transform lives by giving everyone the

⁴ https://www.careersandenterprise.co.uk/media/zbqdktb/1491_primary-fund-evaluation-report_final_0.pdf

⁵ https://www.careersandenterprise.co.uk/media/zbqdktb/1491_primary-fund-evaluation-report_final_0.pdf

⁶ Department for Education (2021) Skills for Jobs: Lifelong Learning for Opportunity and Growth

⁷ Department for Education (2022) Opportunity for all: strong schools with great teachers for your child

⁸ Department for Levelling Up, Housing and Communities (2022) Levelling Up the United Kingdom

chance to fulfil their true potential. Careers guidance is an essential underpinning to these reforms, connecting people to opportunity and equipping them with the support they need to succeed – this is critical both for unlocking individual potential and for boosting the long-term economic prosperity of this country.

The programme also aligns with the Prime Minister's September 2021 priority stocktake on skills and jobs, which has seen the appointment of Sector Delivery Leads (SDLs) to address workforce challenges across key sectors: construction, manufacturing, haulage & logistics, digital & technology, and health & social care.

2 Aim

The Careers & Enterprise Company shall use all reasonable endeavours to achieve the following aims:

- An increased awareness amongst primary aged children of the range of jobs and career pathways available.
- Higher aspirations among primary pupils in terms of their own thinking about what jobs they may do in the future (and challenge to stereotypes)
- A decrease in the extent to which stereotypes limit children's thinking about their future careers.
- Children having a realistic view of the labour market, jobs and the way that we work. An understanding that this is changing and may look very different by the time they leave education.
- A developing understanding amongst children of the link between education, qualifications, skills and work opportunities.
- Increase in parental engagement in supporting children to think broadly about future careers.

Schools joining the programme in Y1 and Y2 will be expected to embed careers learning into their curriculum and have developed the capacity to offer primary careers learning at the end of their respective first years. They will then be offered scaled back ongoing support during the programme.

3 Objectives

The Careers & Enterprise Company shall use all reasonable endeavours to achieve the following objectives:

Strategic objective

The Careers & Enterprise Company shall reach 2,250 schools and 625,500 pupils, across all 55 Education Investment Areas (EIAs) by rolling out three distinct programme waves.

	Y1	Y2	Y 3	Total
Schools	300	975	975	2,250
Pupils	83,400	271,050	271,050	625,500
Hubs	4	10	9	23
EIAs	8	31	16	55

This will be achieved through:

Table 2 – Objectives

1	An increased awareness amongst primary aged children of the range of jobs and career pathways available
2	Higher aspirations among primary pupils in terms of their own thinking about what jobs they may do in the future (and challenge to stereotypes)
3	A decrease in the extent to which stereotypes limit children's thinking about their future careers.
4	Children have a realistic view of the labour market, jobs and the way that we work. An understanding that this is changing and may look very different by the time they leave education.

4 Key performance indicators

- Schools involved in the programme have put in place a whole school strategy for improving careers awareness for their pupils, for raising careers aspirations and breaking down stereotypes (**80% of SLTs** agree that they have produced a whole school strategy on careers).
- **90% SLTs** are viewed as engaged (by teachers) and have a high capacity and ability to deliver careers related learning.
- **All participating schools** receive CPD training on linking curriculum with careers.
- Careers-related learning is embedded in the curriculum of **80%**

participating schools by the end of the programme, to support delivery of the three Gatsby benchmarks.

- Teachers have access to practice experiences, learning and materials, including support networks
- **65% of teachers** involved in the programme feel more confident to embed learning about the world of work in their curriculum teaching.
- Primary pupils have an **30% increase** in their exposure to employers, through a combination of offsite visits and in-school engagement, plus practical and story-based learning.
- **70% of teachers** report that the programme has improved pupils understanding of the world of work.
- **60% of parents** engaged in the programme feel more confident in talking to their child about the world of work.
- **80% of employers** are satisfied with their engagement with schools in the programme.
- **90% of children** report an increase in awareness of the diversity of jobs and career paths available to them, and an understanding of the link between the skills they develop and their future career options, compared to before their participation in the programme.
- **70% of children** feel confident of equal access to their future labour market, not feeling restricted by stereotypes around gender, ethnicity, disability and social background.
- Work closely with the evaluation partners to report on the programme's outputs and outcomes throughout the life of the programme.
- Ensure schools have access to the Careers & Enterprise Company's Impact Evaluation Toolkit to help them evaluate their strategy using feedback from students, parents, staff and employers.

Table 3 – Key Performance Indicators / Measures

Objective (some KPIs do not directly relate to the 4 objectives)	Key Performance Indicator	Target Date	Owner	Delivering	Comments
	All participating schools receive CPD training on linking curriculum with careers.	Within a year of a school signing up to the programme	CEC	Teach First	
	Teachers have access to best practice examples, learning and materials and support networks	Within a year of a school signing up to the programme	CEC	Teach First	
	65% of teachers involved in the programme feel more confident to embed learning about the world of work in their curriculum teaching.	Within a year of a school signing up to the programme	CEC	Teach First	
1, 2, 3	Schools involved have put in place a whole school strategy for improving careers awareness that is aimed at raising careers aspirations and breaking down stereotypes (80% SLT agree)	Within a year of a school signing up to the programme	CEC	Teach First	
1, 2, 3	Careers-related learning is embedded in the curriculum of 80% participating schools by the end of the programme, to support delivery of the three Gatsby benchmarks.	Within a year of a school signing up to the programme	CEC	Teach First	As this is a core part of the CRL programme, success here will be intrinsically linked to the previous KPI

		Summer term 2025	CEC	Teach First	Measures for this KPI will be linked to the level at which teachers feel they have been supported to engage in the programme
1, 2	90% SLTs are viewed as engaged (by teachers) and have a high capacity and ability to deliver careers related learning.	Primary pupils have a 30% increase in their exposure to employers, through a combination of offsite visits and in-school engagement, plus practical and story-based learning.	CEC	Hubs	
1	70% of teachers report that the programme has improved pupil understanding of the world of work.		CEC	Hubs	
	60% of parents feel more confident in talking to their child about the world of work		CEC	Teach First	Measures for this KPI will be linked to the level at which parents feel they have been engaged in the programme by the school
	80% of employers are satisfied with their engagement with	Summer term 2025	CEC	Hubs	

	schools in the programme.				
1	90% of children report an increase in awareness of the diversity of jobs and career paths available to them, and an understanding of the link between the skills they develop and their future career options, compared to before their participation in the programme.	Summer term 2025	CEC	Hubs	Measures for this KPI will be linked to a child's ability to link their learning to the world of work
2, 3	70% of children feel confident of equal access to their future labour market, not feeling restricted by stereotypes around gender, ethnicity, disability and social background.	Summer term 2025	CEC	Hubs	Measures for this KPI will be linked to whether a child demonstrates a grow or fixed mindset/limiting thinking around their future