



TEACHERS & CAREERS ADVISERS



HERTFORDSHIRE SURVEY



APPRENTICESHIP CONFIDENCE

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KEY FINDINGS

329 RESPONSES
FROM
33 SCHOOLS



67%
OF RESPONDENTS
WERE CLASS /
SUBJECT TEACHERS



9 OUT OF 10
RESPONDENTS (89%)
HAVE DIRECT
CONVERSATIONS WITH
STUDENTS ABOUT
CAREERS



TEACHERS /
CAREERS
ADVISERS
KNEW THE
MOST ABOUT
A LEVELS AND
UNIVERSITY



TEACHERS /
CAREERS
ADVISERS
KNEW THE
LEAST ABOUT
T LEVELS AND
TRAINEESHIPS



RESPONDENTS FELT THAT
HEARING FROM LOCAL
TRAINING PROVIDERS
WOULD BE THE MOST
HELPFUL TOOL TO BUILD
CONFIDENCE



THE MOST COMMON
METHOD TO DISSEMINATE
INFO WAS 1:1 SUPPORT
FROM CAREERS ADVISERS



AWARENESS LEVELS WERE
HIGHEST FOR DEGREE AND
ADVANCED
APPRENTICESHIPS



EXECUTIVE SUMMARY

The *Teachers and Careers Advisers Survey 2022* is the first Hertfordshire-wide survey to be undertaken with secondary school educators in order to explore their understanding and confidence levels regarding apprenticeships and technical education.

All secondary schools in Hertfordshire were invited by the Hertfordshire Careers Hub to share the survey amongst their workforce during March – April 2022. This approach generated 329 responses from 33 different establishments. 67% of the respondents were teachers with responsibility for class or subject teaching. Nearly half of the respondents (49%) were teachers of three subject areas; Science (17%), English (16%) and Maths (16%).



EXECUTIVE SUMMARY

Nearly 9 out of 10 teachers (89%) reported that they have direct conversations with students across all levels of the curriculum (KS3 – 5) about their future career options, either regularly or sometimes.

Often, it might be assumed that the majority of careers-conversations take place with qualified careers advisers. However, knowing that this level of careers conversation is occurring with such a high volume of educators throughout school, it prompts us to consider the wider support needs of all teachers. We must challenge ourselves to be ambitious when it comes to delivering effective careers education, information, advice and guidance, so that these discussions can be as effective, well-informed and inspirational as possible.

EXECUTIVE SUMMARY

Through this survey, teachers recognised that when considering how careers information is embedded within lessons, they felt least confident in accessing Local Labour Marking Information (LMI) and in using examples of local employers that are connected to the subject.

The survey also showed a large gap in knowledge levels of the different post-16 and post-18 options. Not surprisingly, A levels scored the highest with 88% of teachers stating that they ‘know a lot’ about this option, followed by 78% knowing a lot about full time university. In contrast, T Levels received a response of only 6% stating that they knew a lot about this option, and apprenticeships scored 27%. This pattern of knowledge was then mirrored when teachers were asked about the options that they would feel most confident in discussing with their students.



EXECUTIVE SUMMARY

Just over half of teachers (54%) felt that hearing from local training providers would be the best way for them to build their knowledge of the different post-16 and post-18 options, followed closely by a website with resources (51%), to hear from local employers (50%), and to participate in CPD organised by the school (50%).

In terms of maintaining and building communication, the top response (29%) was for a written guide for teachers, followed by a newsletter for teachers (28%).

This survey shows us that there is high demand from teachers in Hertfordshire to develop and increase their knowledge of the different options, so that they can have more effective careers conversations with their students and their families.

SUMMARY OF RECOMMENDATIONS

This report sets out 5 key recommendations, which are expanded in more detail on pages 47 – 53 of this report.

1. Provide all teachers with access to a range of reliable and up to date local information sources, including relevant Labour Market Information (LMI) and a variety of local employer case studies and resources, mapped against curriculum subjects, to show how subjects could connect to local employment opportunities.
2. Work with Cornerstone Employers and Enterprise Advisers to create resources that highlight local roles and how these might link to particular subject areas.
3. Undertake further analysis of the knowledge levels of teachers towards the different post-16 and post-18 options, and the interventions that would be most effective in increasing confidence and knowledge levels.
4. Develop the HOP website to include engaging information about training providers and the variety of programmes that they offer, Amazing Apprenticeships and the CEC 'My Future' resources, whilst simultaneously increasing teacher knowledge and awareness of the HOP platform.
5. Create a Hertfordshire specific newsletter for teachers that informs them about Hertfordshire relevant news in relation to apprenticeships and technical education, useful resources, CPD events and support available.

SUMMARY OF SCHOOLS

School	Responses	% of results
St Clement Danes School	26	8%
Yavneh	22	7%
The Priory School	20	6%
Hitchin Girls School	20	6%
The Knights Templar School	18	5%
Thomas Alleyne School	17	5%
Katherine Warington School	17	5%
Croxley Danes School	16	5%
King James School	14	4%
St Albans Girls' School	13	4%
Samuel Rider School	13	4%
The Broxbourne School	13	4%
Bishop's Stortford	12	4%
Links School	12	4%
Barnwell School	12	4%
St Michael's School	11	3%
The Saint John Henry Newman Catholic School	11	3%

Longdean School	8	2%
Marriotts School	8	2%
Onslow St Audreys	7	2%
Beaumont School	7	2%
Grange School	6	2%
Monks Walk School	5	2%
The Fernhill School	5	2%
Queens School	4	1%
Chessbrook School	3	1%
North Herts Education centre	2	1%
Hailybury Turnford School	2	1%
Watford UTC	1	0%
Rickmansworth School	1	0%
Chancellors School	1	0%
Stevenage Education Centre	1	0%
Hertswood School	1	0%
Total	329	100%

QUESTION 1

Which of the following best describes your job role?

Please select all that apply.



JOB ROLES

Job Roles	Responses	% of total responses
Class/subject teacher	222	67%
Form tutor	95	29%
Senior Leadership Team	47	14%
Other	32	10%
Head of Year	22	7%
Careers leader / adviser	17	5%
Governor	4	1%
Supply Teacher	4	1%

67% of respondents were class/subject teachers.

29% were form tutors.

14% were in the Senior Leadership team.

QUESTION 2

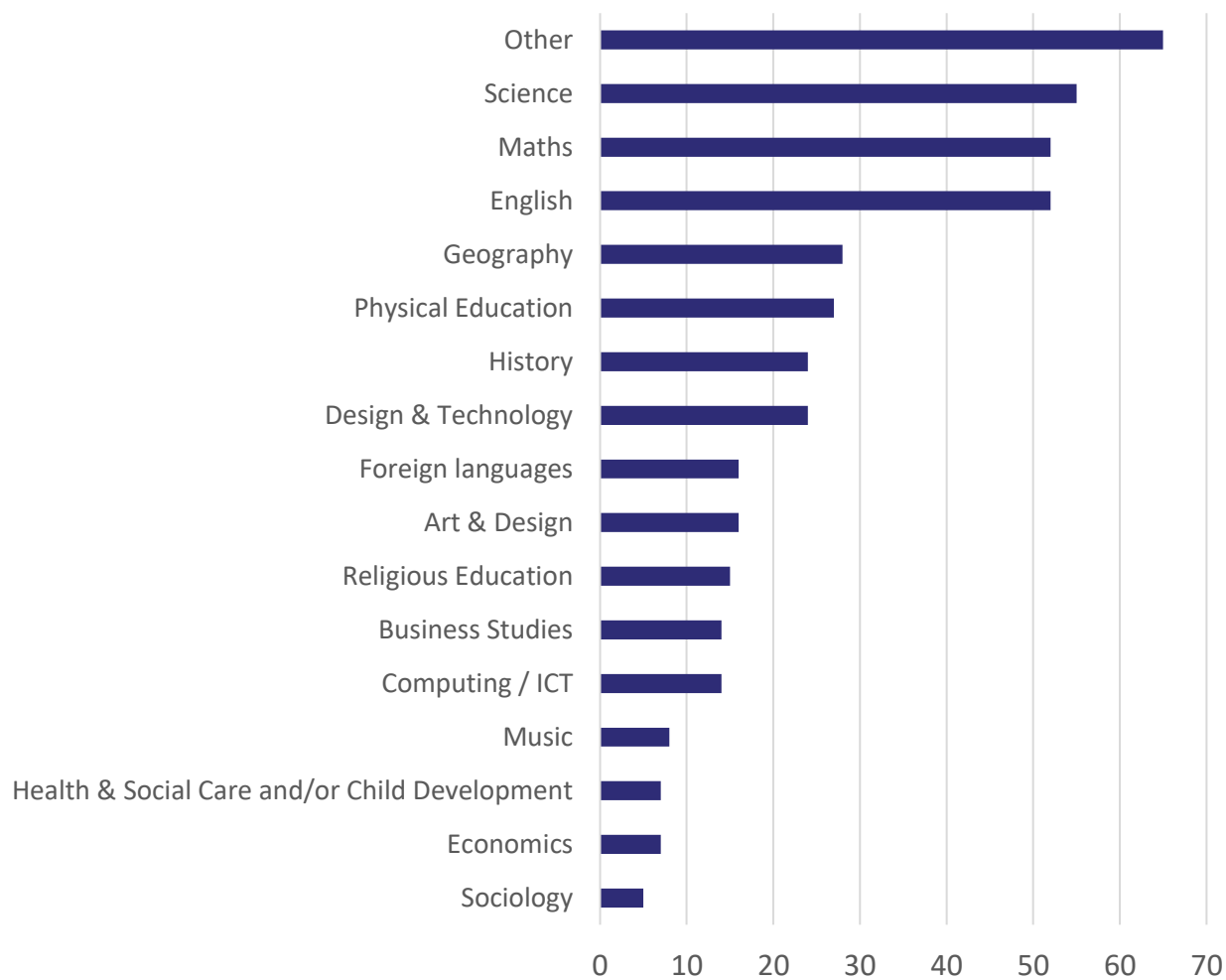
Which subject(s) do you teach?

Please select all that apply.



Career Options	Responses
Other	65
Science	55
Maths	52
English	52
Geography	28
Physical Education	27
History	24
Design & Technology	24
Foreign languages	16
Art & Design	16
Religious Education	15
Business Studies	14
Computing / ICT	14
Music	8
Health & Social Care and/or Child Dev.	7
Economics	7
Sociology	5

SUBJECTS



QUESTION 3

Which year group(s) do you teach?

Please select all that apply.



YEAR GROUPS

This table breaks down the responses by the year groups taught by the respondents.

Teachers & Careers Advisers could select all answers that apply if they teach across multiple year groups.

88% of respondents taught children in KS4, 86% taught KS3 and 62% taught KS5.

Year Group	Responses	%
KS3 (yrs. 7-9)	282	86%
KS4 (yrs. 10-11)	289	88%
KS5 (yrs. 12-13)	205	62%

QUESTION 4

Do you ever have direct conversations with individual students about their future career options?



47% of the survey respondents regularly had direct conversations with individual students about their future career options.

42% of respondents sometimes had these conversations.

Only 11% of respondents rarely had these conversations or never had these conversations with individual students directly.

Yes (regularly)

155 (47%)

Yes (sometimes)

139 (42%)

Yes (rarely)

30 (9%)

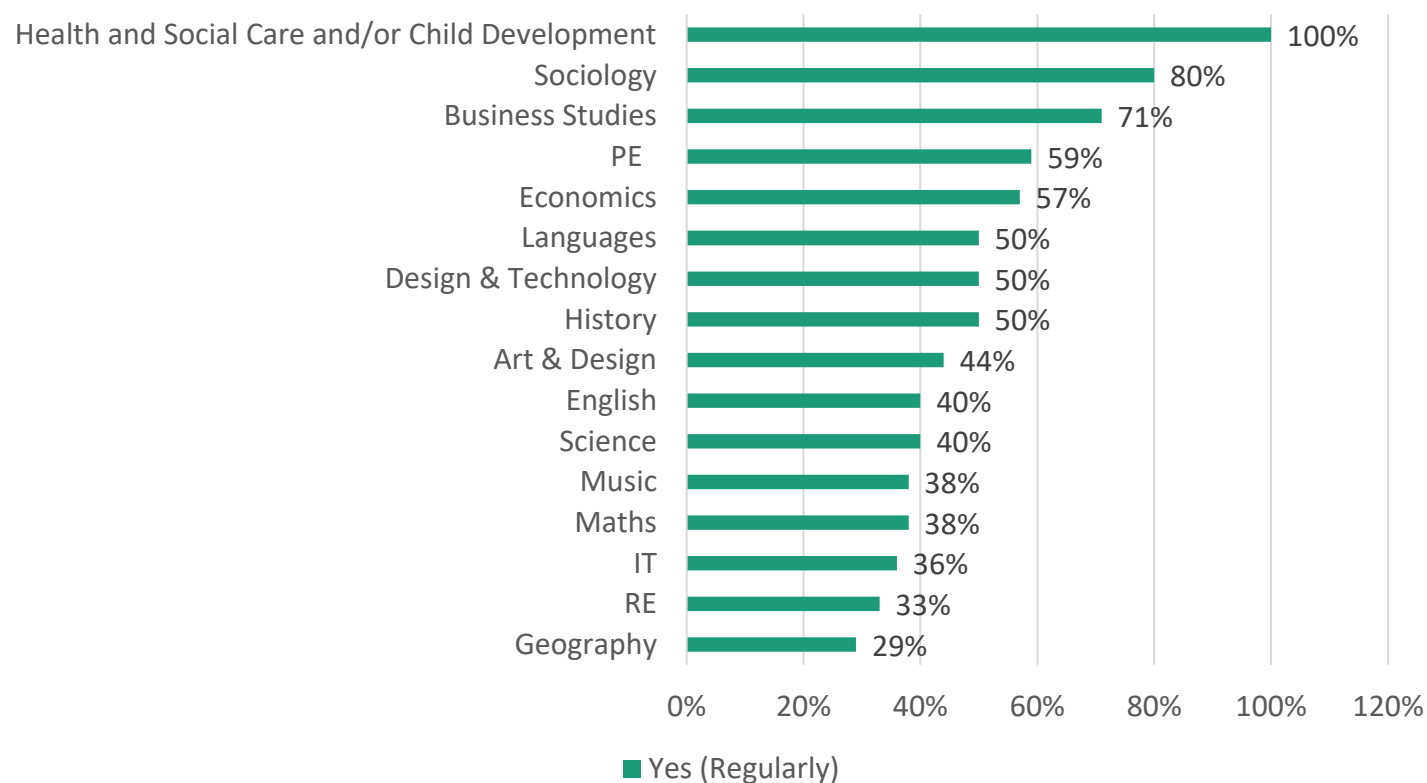
Not personally but someone in my team is responsible for this

2 (1%)

Never

3 (1%)

STUDENT CONVERSATIONS



This table breaks down the percentage of respondents who answered that they had regular conversations with students about future career options by the different subjects they teach.

100% of Health & Social Care / Child Development teachers had regular career conversations with students, 80% of Sociology and 71% of Business Studies.

Subject teachers **less likely to have regular career conversations include Geography, RE and IT.**

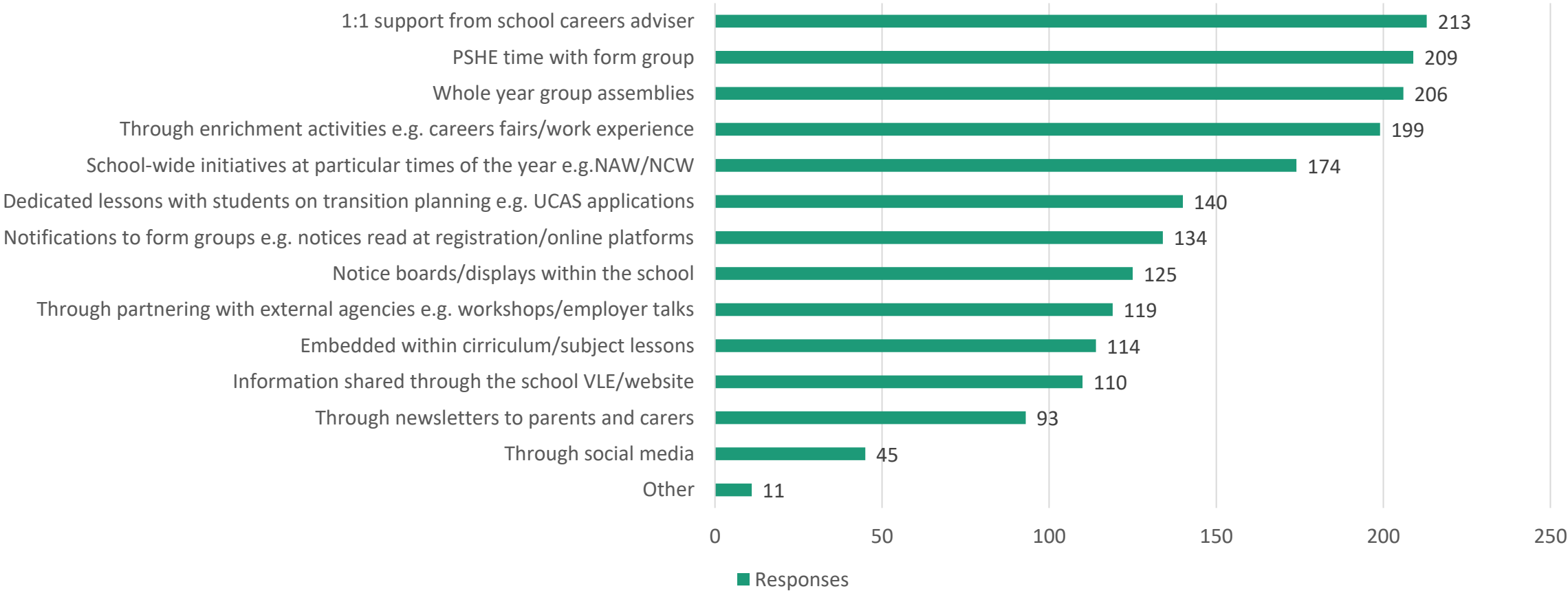
QUESTION 5

What would you say are the most commonly used methods to disseminate careers information in your school?



DISSEMINATION

Below is the breakdown of the most commonly used methods to disseminate careers information in schools.



QUESTION 6

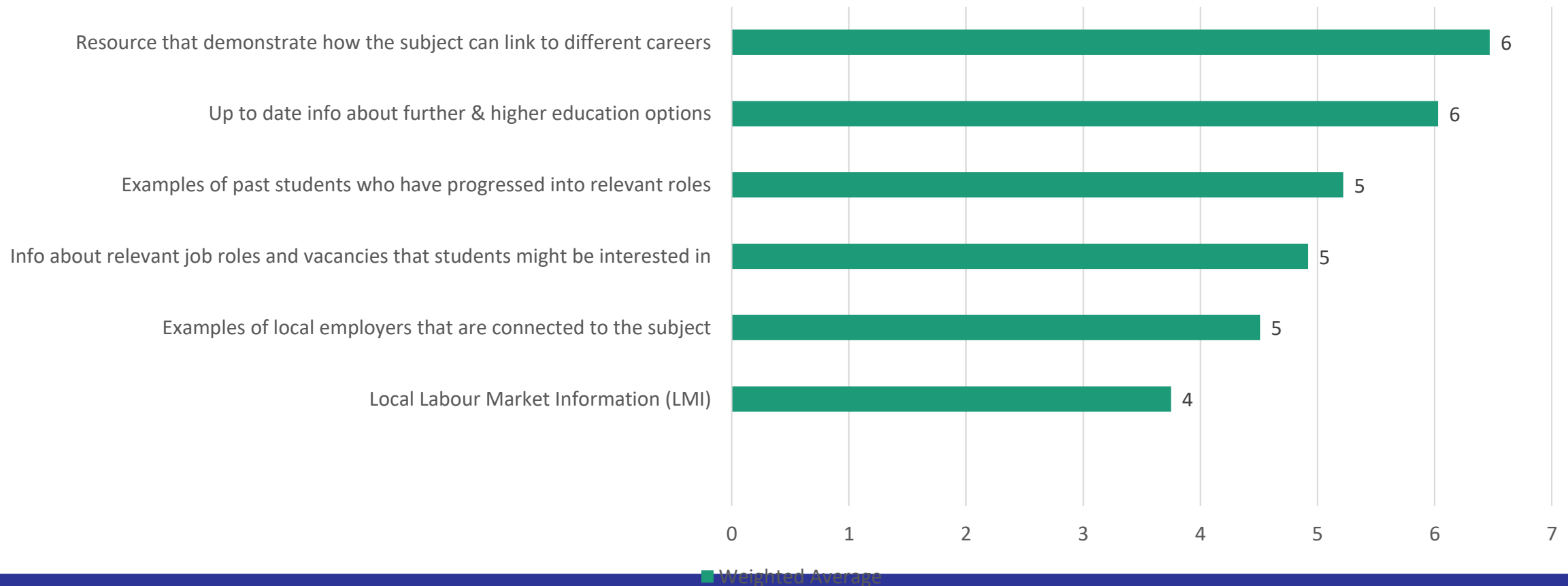
When considering how well careers information is embedded within your curriculum/subject lessons, how confident do you feel in accessing relevant information to be able to support this?

Please use the sliding scale where 1 is not confident at all, and 10 is completely confident.



CONFIDENCE LEVELS

Teachers & Careers Advisers felt **most confident about accessing resources that demonstrate how the subject can link to different careers**, followed by accessing **up to date information about further & higher education options**.



CONFIDENCE LEVELS

Confidence levels were **lower when accessing Local Labour Market Information** and examples of local employers that are connected to the subject.

Careers Information	1	2	3	4	5	6	7	8	9	10	Weighted Average
Local Labour Market Information (LMI)	87	45	45	31	44	20	22	18	5	11	3.75
Resources that demonstrate how the subject can link to different careers	11	10	18	31	36	40	66	46	29	39	6.47
Up to date info about further & higher education options	14	18	28	28	38	47	56	40	31	25	6.03
Examples of local employers that are connected to the subject	45	41	47	32	50	33	34	22	14	9	4.51
Examples of past students who have progressed into relevant roles	45	16	29	39	47	36	43	28	16	25	5.22
Info about relevant job roles and vacancies that students might be interested in	39	30	46	26	51	40	32	26	20	15	4.92

QUESTION 7

There are many post-16 and post-18 options for your students and their families to consider.

Please use the grid below to show how much you feel you know about these options.



KNOWLEDGE LEVELS

Teachers & Careers Advisers felt **most knowledgeable about A Levels and University**. Respondents felt they **knew the least about T Levels and Traineeships**. Knowledge levels about apprenticeships and FE College are roughly the same, with a little knowledge being the highest response.

Options	I do not know anything	%	I know a little	%	I know a lot	%
Apprenticeships	38	12%	203	62%	88	27%
University	4	1%	68	21%	257	78%
FE College	48	15%	190	58%	91	28%
Traineeships	129	39%	178	54%	22	7%
A Levels	9	3%	31	9%	289	88%
T Levels	173	53%	136	41%	20	6%
Gap Year Options	75	23%	211	64%	43	13%

KNOWLEDGE LEVELS

Subjects Taught	I do not know anything	%	I know a little	%	I know a lot	%
Business Studies	0	0%	6	43%	8	57%
Music	1	13%	4	50%	3	38%
PE	2	7%	16	59%	9	33%
Science	4	7%	34	62%	17	31%
Economics	0	0%	5	71%	2	29%
Health and Social Care and/or Child Development	0	0%	5	71%	2	29%
Maths	8	15%	30	58%	14	27%
History	0	0%	18	75%	6	25%
English	4	8%	36	69%	12	23%
RE	3	20%	9	60%	3	20%
Languages	2	13%	11	69%	3	19%
IT	0	0%	12	86%	2	14%
Geography	3	11%	22	79%	3	11%
Design & Technology	2	8%	20	83%	2	8%
Art & Design	4	25%	11	69%	1	6%
Sociology	1	20%	4	80%	0	0%

This table shows the apprenticeship knowledge levels split down across the various subjects respondents teach.

100% of IT, Business Studies, Economics, Health & Social Care/Child Care and History teachers felt they knew either a little or a lot about apprenticeships.

Whereas, confidence in their knowledge levels were **lower amongst Sociology, Art & Design and Design & Technology teachers.**

QUESTION 8

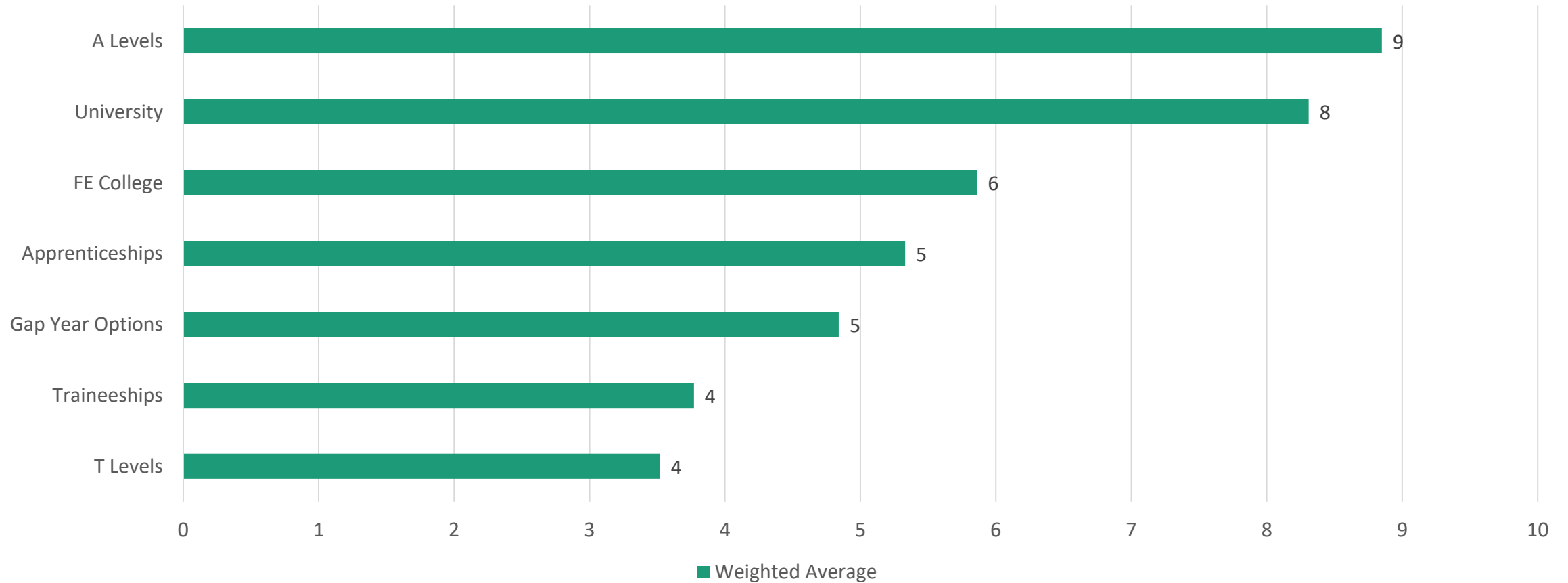
If a student wanted to talk to you about applying for one of the options below, how confident would you feel in how to help them and the steps to take?

Please use the sliding scale where 1 is not confident at all, and 10 is completely confident.



APPLICATION CONFIDENCE

Teachers & Careers Advisers felt **most confident about the application process for A Levels and University**. Respondents felt least confident about the application process for T Levels and Traineeships.



APPLICATION CONFIDENCE

	1	2	3	4	5	6	7	8	9	10	Weighted Average
Apprenticeships	32	33	41	28	47	21	40	33	23	31	5.33
University	5	3	5	6	14	17	32	57	69	121	8.31
FE College	32	23	27	19	42	37	44	35	26	44	5.86
Traineeships	82	50	40	29	47	23	32	15	6	5	3.77
A Levels	6	3	1	2	11	10	17	34	66	179	8.85
T Levels	118	48	32	22	24	19	30	19	6	11	3.52
Gap year options	46	35	29	30	67	30	31	29	15	17	4.84

Subjects Taught	Apprenticeship	University	FE College	Traineeships	A Levels	T Levels	Gap Year
Business Studies	7	9	8	6	9	6	7
Music	5	8	7	4	9	4	4
PE	6	8	7	4	8	5	6
Science	5	8	6	4	9	4	5
Economics	8	8	7	5	8	5	5
Health and Social Care/Child Development	7	9	8	5	9	6	6
Maths	5	8	5	4	9	1	4
History	6	8	6	4	9	4	5
English	5	8	6	4	9	3	5
RE	4	8	5	4	10	3	6
Languages	5	8	5	4	9	3	5
IT	5	8	5	3	9	3	4
Geography	4	8	5	3	9	3	5
Design & Technology	5	7	6	3	8	4	4
Art & Design	4	7	6	3	8	3	4
Sociology	5	10	8	4	10	5	5

This table shows the application confidence levels split down across the various subjects respondents teach.

Application confidence was **highest for apprenticeships amongst Economics, Business Studies and Health & Social Care/ Child Development** teachers.

It was **lowest amongst RE, Geography and Art & Design** teachers.

QUESTION 9

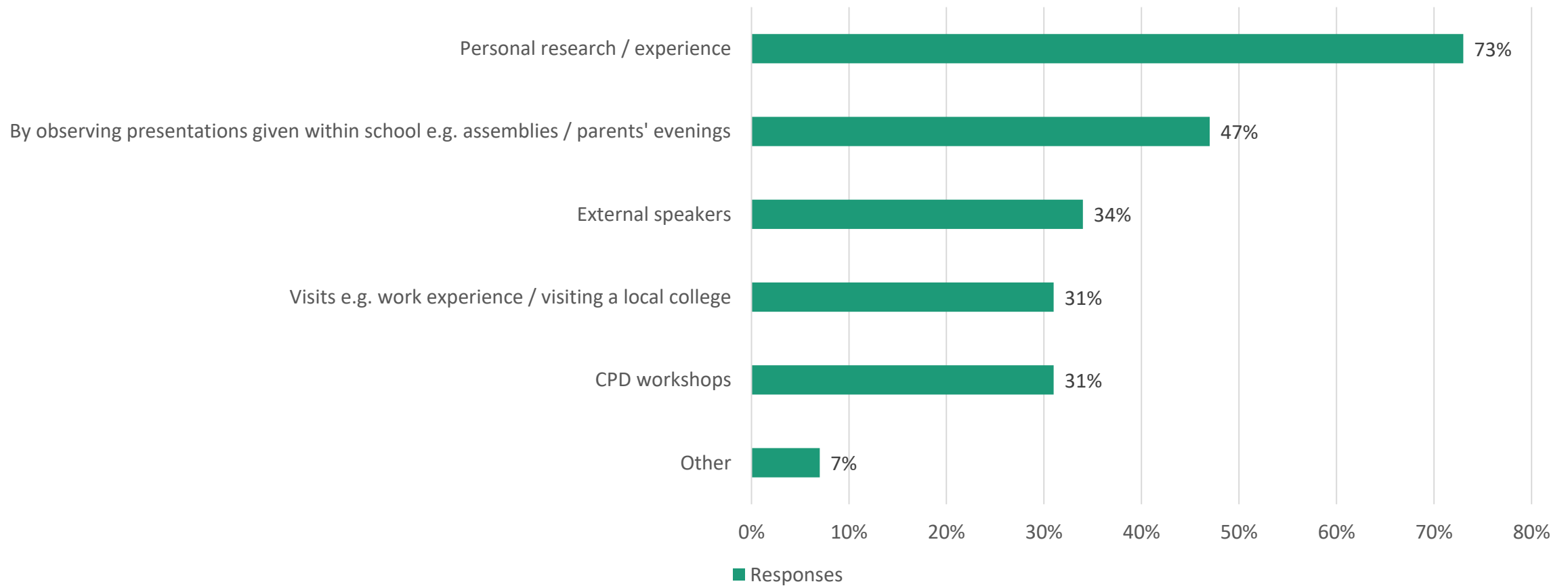
Which types of activities, events or information sharing have been most successful in helping to build your knowledge of these options to date?

Please select all that apply.



KNOWLEDGE BUILDING

73% of Teachers & Careers Advisers felt that their own **personal research / experience** was the most successful tool to build their **knowledge** of the different options.



QUESTION 10

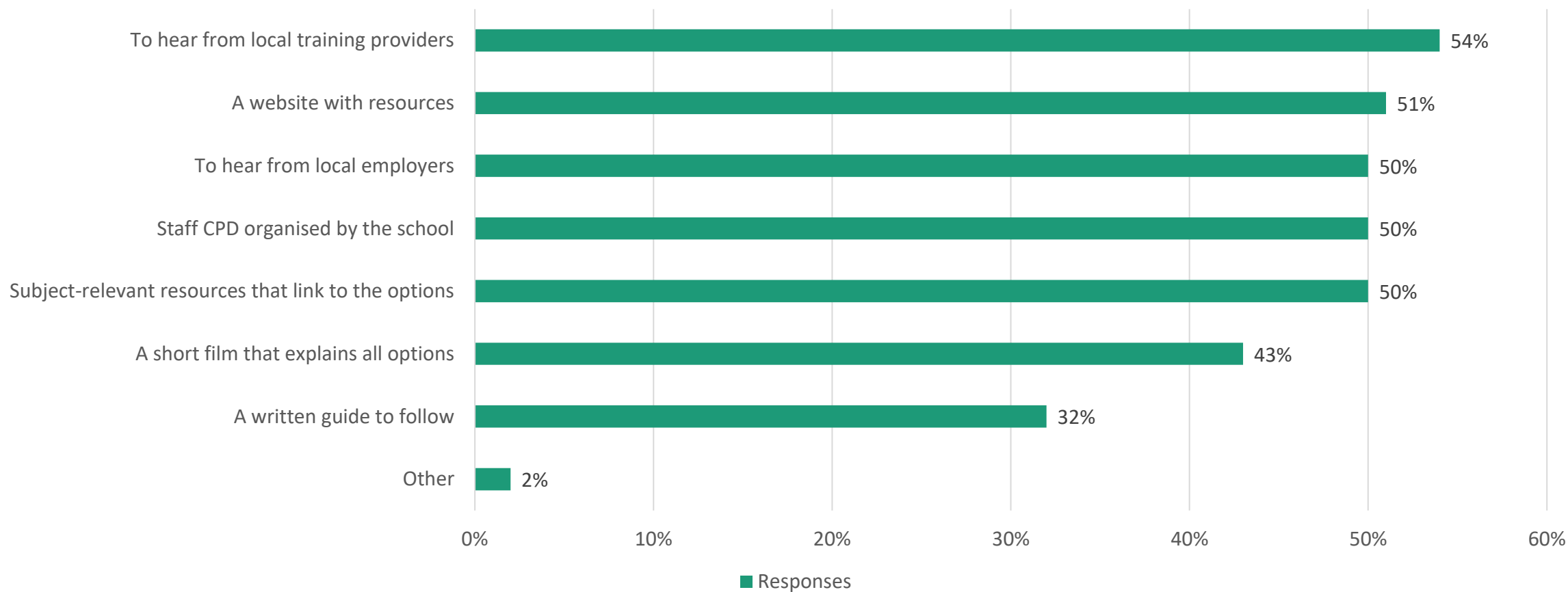
If there are any options that you feel less confident in, which types of activities do you feel would help you to build your confidence and knowledge?

Please select all that apply.



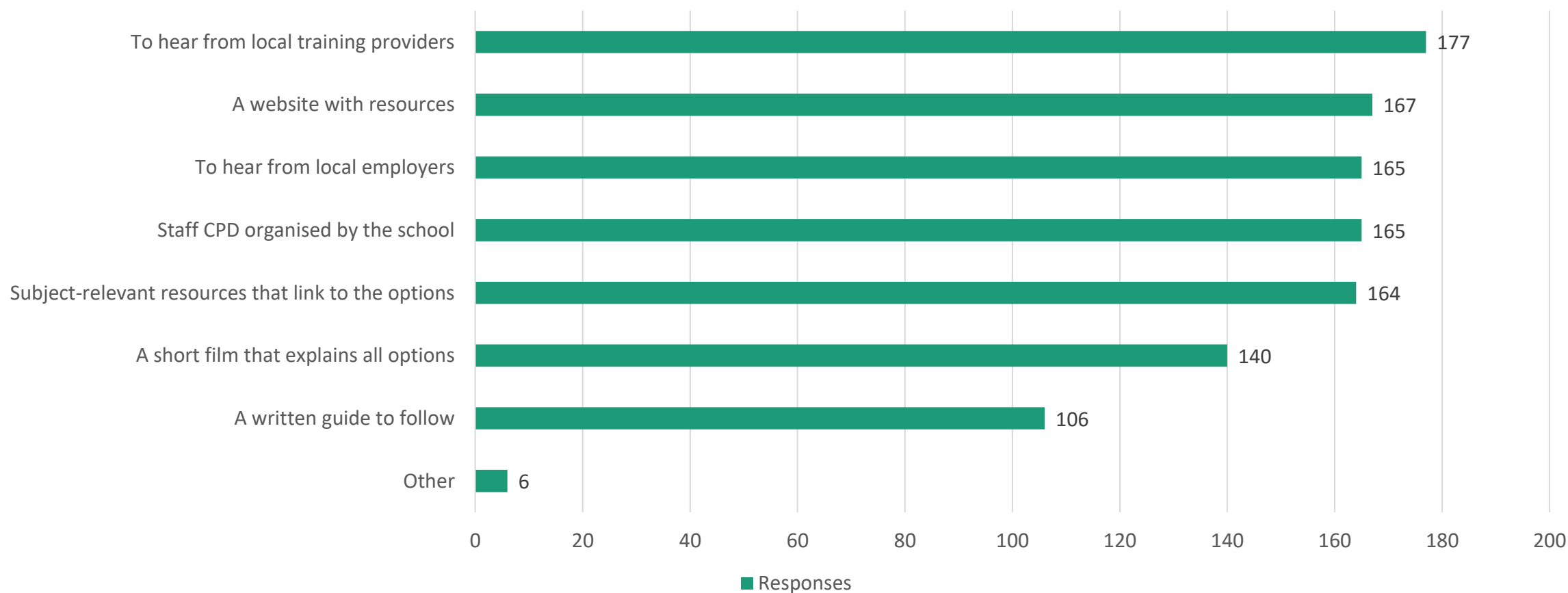
KNOWLEDGE BUILDING

54% of Teachers & Careers Advisers felt that **hearing from local training providers would be the most helpful way to build their knowledge and confidence** of options they are less familiar with.



KNOWLEDGE BUILDING

Teachers & Careers Advisers also felt that a website with resources, staff CPD organised by the school, hearing from local employers and subject-relevant resources would be beneficial.



QUESTION 11

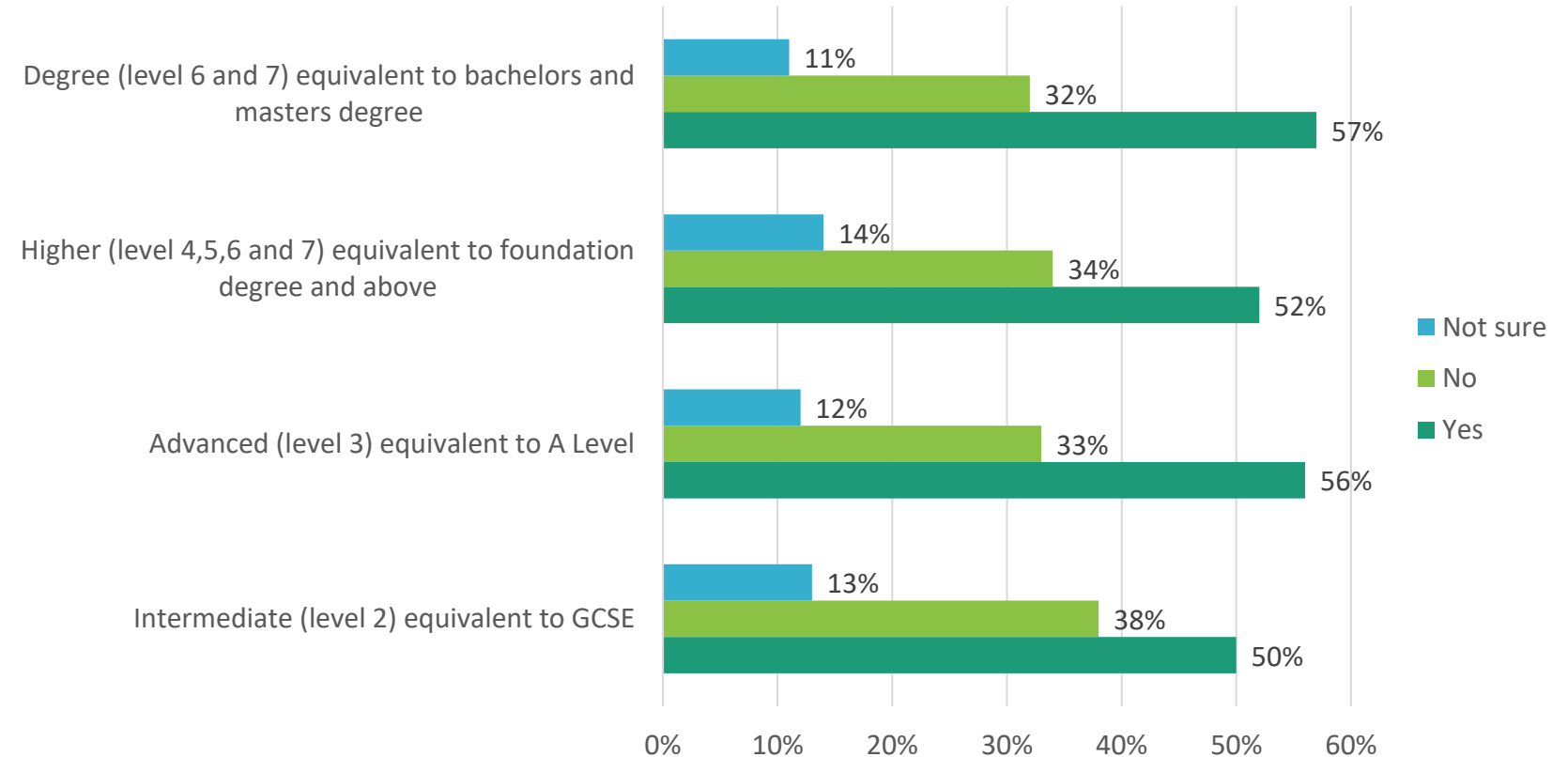
Are you aware of the different apprenticeship levels available?



APPRENTICESHIP LEVEL AWARENESS

This graph shows a comparison of the different levels of awareness for each apprenticeship level.

Awareness levels were highest for Degree and Advanced apprenticeships.



APPRENTICESHIP LEVEL AWARENESS

Subjects Taught	Intermediate	Advanced	Higher	Degree
Business Studies	64%	71%	71%	79%
Music	63%	63%	63%	63%
PE	63%	67%	67%	67%
Science	45%	60%	53%	56%
Economics	71%	71%	57%	86%
Health and Social Care and/or Child Development	86%	100%	86%	86%
Maths	40%	50%	48%	54%
History	58%	63%	54%	54%
English	60%	63%	62%	58%
RE	40%	40%	40%	47%
Languages	25%	25%	38%	38%
IT	14%	14%	14%	36%
Geography	32%	36%	36%	39%
Design & Technology	50%	58%	46%	58%
Art & Design	25%	31%	19%	44%
Sociology	60%	60%	60%	80%

This table shows the percentage of respondents who answered that they were aware of the different levels of apprenticeships split down by the subjects they teach.

Awareness across all levels was highest amongst Health & Social Care / Child Development teachers.

Awareness for the different levels of apprenticeships was **lowest across all levels amongst IT teachers.**

QUESTION 12

Have you previously heard of HOP
(Hertfordshire Opportunities Portal)?






21% of respondents had previously heard of HOP (68).

79% of respondents answered that they had not previously heard of HOP (261).

QUESTION 13

Have you or your students previously used HOP to explore local career opportunities or support?





Of the 68 responses that had previously heard of HOP, **74%** answered that they or their students had already used HOP to explore local career opportunities or support (50).

QUESTION 14

Would you like to receive more information on apprenticeships and other technical education options available locally?



COMMUNICATION PREFERENCES

54%

would like to receive
more information.

46%

would not like to
receive more
information.

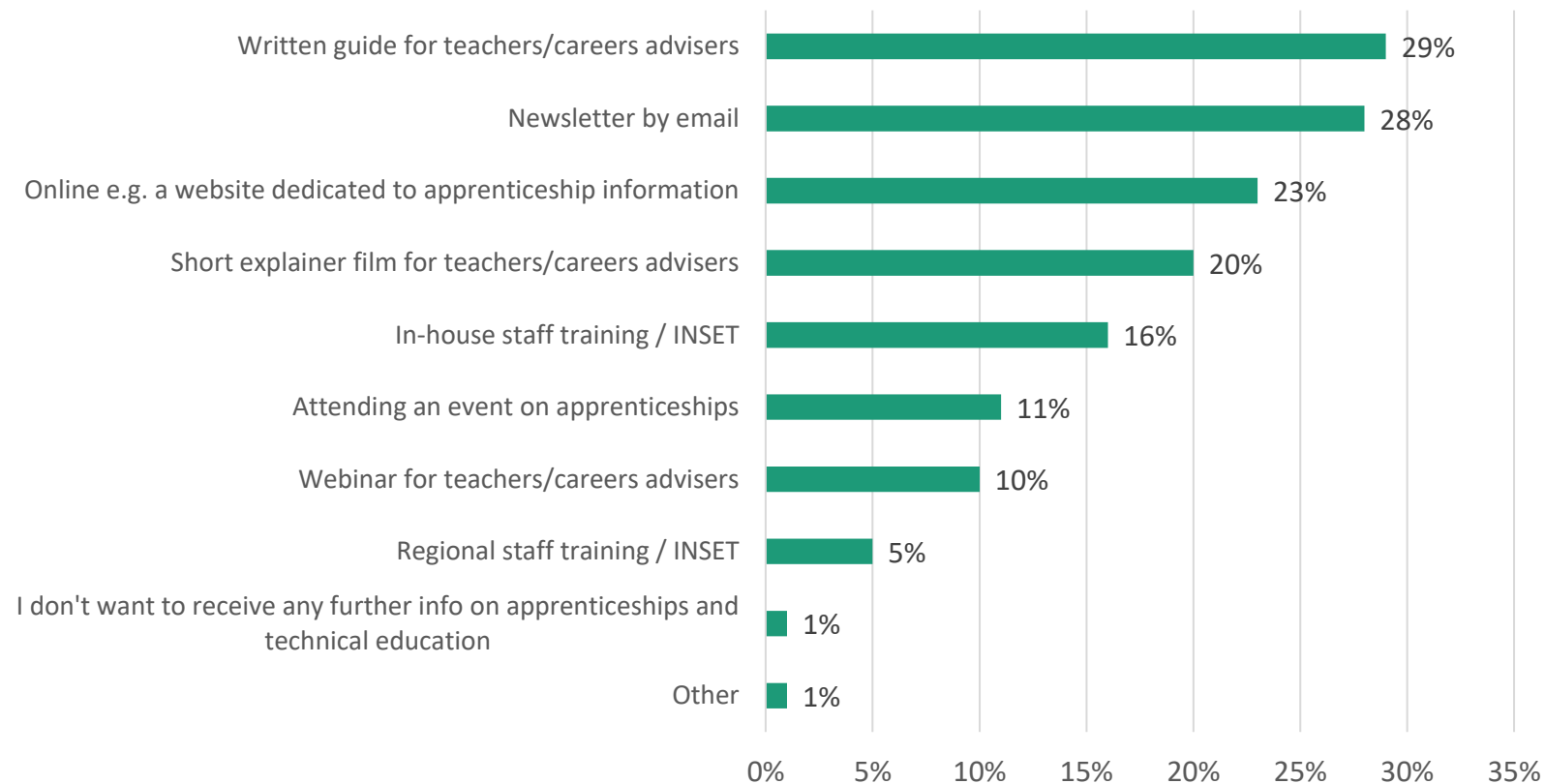
176 respondents (54% of the total volume of responses) said that they would like to receive information about apprenticeships and other opportunities in Hertfordshire in the future.

QUESTION 15

What types of information would you prefer to receive?
Please select all that apply.



COMMUNICATION PREFERENCES



■ Responses

Responses show that the preference for how teachers and careers advisers would like to receive information about apprenticeships is a **written guide**, a **newsletter by email**, followed by **online information**.

RECOMMENDATIONS



RECOMMENDATIONS

Recommendation 1: Provide all teachers with access to a range of reliable and up to date local information sources, including relevant Labour Market Information (LMI) and a variety of local employer case studies and resources, mapped against curriculum subjects, to show how subjects could connect to local employment opportunities.

This survey shows that when teachers know how and where to access relevant careers information to embed within their subject lessons, they do.

Hertfordshire should invest in collecting together a range of useful resources, mapped against subject areas and split into the different relevant Key Stages for teachers to access. These resources could include a mixture of interesting case studies, relevant local data, feature employers of all sizes and give good coverage of the county.

If housed on the HOP website, it would be clear to teachers where to go to access these resources, it would provide a useful central platform, data about usage could be tracked and monitored, and resources could be easily updated. This would also support the ambition of raising awareness about HOP as a platform for teachers to use.

Careers Leaders and Advisers could be encouraged to share resources that they enjoy using in order to help populate the platform in a cost effective way, whilst sharing best practise between establishments.

RECOMMENDATIONS

Recommendation 2: Work with Cornerstone Employers and Enterprise Advisers to create resources that highlight local roles and how these might link to particular subject areas.

By utilising the expertise of the Cornerstone Employers and Enterprise Advisers, it would enable Hertfordshire to develop additional resources that could showcase and spotlight particular roles, especially those that may have misconceptions around being low paid or limiting in terms of career progression.

It would also enable the Cornerstone Employers and Enterprise Advisers to dispel myths about certain career paths only being accessible via a full-time university route, and provide an opportunity to showcase how apprenticeships, T Levels or other pathways could lead to a similar role within their organisations.

This would also be extremely useful with parents (see Parent & Carers Survey 2022) where respondents indicated that the biggest discouraging factor when considering an apprenticeship was that they were concerned that employers would not value apprentices as highly as graduates.

RECOMMENDATIONS

Recommendation 3: Undertake further analysis of the knowledge levels of teachers towards the different post-16 and post-18 options, and the interventions that would be most effective in increasing confidence and knowledge levels.

There is clearly work to do in raising the confidence and knowledge levels of educators in less traditional post-16 and post-18 options. However, the scale of knowledge and understanding did vary across both the different options available (for example only 6% knowing about T Levels vs 88% knowing about A levels) and also across the different subject areas that they taught in.

Further analysis should be undertaken through focus groups, discussions and school types to ascertain the interventions that would be most effective.

Interestingly, the majority of respondents indicated that they would like to hear from local training providers as the most useful way to build their knowledge and confidence. The new Provider Access Legislation as a result of the recent Post-16 Education and Skills Act could provide a useful platform through which to achieve this.

RECOMMENDATIONS

Recommendation 4: Develop the HOP website to include engaging information about training providers and the variety of programmes that they offer, Amazing Apprenticeships and the CEC 'My Future' resources, whilst simultaneously increasing teacher knowledge and awareness of the HOP platform.

To tie in with the previous recommendation, it is unlikely that each provider in Hertfordshire will be able to visit all 100+ secondary schools in Hertfordshire in person. Therefore, the HOP website could provide a useful platform through which to bring information to teachers about the different types of provision available. This could be through film, case studies, imagery (photos), webinars or interviews.

Additionally, resources created by partner organisations, Amazing Apprenticeships and Careers & Enterprise Company, could be used to support this area of work.

RECOMMENDATIONS

Recommendation 5: Create a Hertfordshire specific newsletter for teachers that informs them about Hertfordshire relevant news in relation to apprenticeships and technical education, useful resources, CPD events and support available.

Just over half of the respondents (54%) wanted to receive more information about apprenticeships and other opportunities in Hertfordshire. The top preference was for a written guide (29%) followed by a newsletter (28%) and then a website (23%).

This provides us with confidence that there is appetite from teachers to stay informed and up to date about careers information in the county. A short guide could be created and circulated to every teacher in the county, explaining the resources available on HOP and signpost to the different resources by Key Stage, subject area, Ofsted (Intent) and Gatsby Benchmarks.

The guide could be endorsed by prominent teachers/figureheads from across the County, and encourage sign-ups to a new teacher/careers adviser specific newsletter, through which a regular drumbeat of relevant, local careers information could be shared, whilst driving traffic to the HOP site.