

2026



TEACHER PERSPECTIVE

On Careers, Work Experience &
Apprenticeships



**HERTFORDSHIRE
FUTURES**



Hertfordshire
CAREERS HUB

THE CAREERS &
ENTERPRISE
COMPANY


Amazing
Apprenticeships

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EXECUTIVE SUMMARY

The ***Teacher Perspective Survey*** is an annual Hertfordshire-wide survey undertaken with secondary school educators in order to explore their understanding and confidence levels regarding careers, work experience, apprenticeships and technical education.

All secondary schools in Hertfordshire were invited by Hertfordshire Futures to share the survey amongst their workforce during May to July 2026. This approach generated 288 responses from 53 different establishments.

41% (117) of the respondents were teachers with responsibility for class or subject teaching and 15% (42) were careers leaders or advisers. 53% (153) of respondents were teachers of one of three subject areas: Maths, Science and English.

Career Conversations

Over eight in ten respondents (86%) reported having direct conversations with students about their future career options, either regularly or occasionally. Overall, the proportion of respondents who held these conversations regularly increased by 11 percentage points compared with 2025. However, fewer than half of class and subject teachers (43%) reported doing so on a regular basis. Health and Social Care and/or Child Development (83%), Art & Design (73%) and Business Studies (64%) teachers were the most likely to have regular career conversations with students.

67% of all respondents had 3 or more years of experience in a teaching post. 58% of teachers/careers advisers previously had experience in a non-teaching role, outside of an academic setting. The likelihood of having direct careers conversations with students increased by 5% if the respondent had previous non-teaching experience.

Confidence, Knowledge and Awareness

Through this year's survey, teachers recognised that when considering how careers information is embedded within lessons, they **continued to feel least confident in accessing Local Labour Market Information (LMI) and progression case studies from past students who have progressed into relevant roles**. They were most confident with accessing resources that demonstrate how the subject can link to different careers.

In relation to the perceived relevancy of the options for their students, the option that teachers felt was most relevant to all of their students was apprenticeships (91%), followed by FE College (81%), A-levels (79%) and university (75%).

The survey also showed a **large gap in knowledge levels of the different post-16 and post-18 options, particularly for technical education routes**. Teachers & careers advisers felt most confident about the application process for **A-levels and University**. Respondents felt least confident about the application process for Higher Technical Qualification (HTQs) and T Levels.

Teachers & careers advisers felt **most confident about finding apprenticeship vacancies**. Respondents felt least confident about the application/recruitment process. Confidence levels grew if the respondent had teaching responsibilities for KS4 and KS5.

69% of teachers & careers advisers felt that **hearing from local employers would be the most helpful way to build their knowledge and confidence** of the different options, alongside visits such as work experience or visiting a local college. Compared with last year, there was a significant increase in those who felt that CPD workshops would also be beneficial (+24%).

Work Experience

49% of teachers and school staff **were aware of the changes to modern work experience** to include a 2-week work experience guarantee. Awareness of the changes to modern work experience was highest amongst those who taught KS5 (58%), and careers leader/advisers (100%).

Year 10 (171 responses) was the most popular year for work experience to take place in, followed by Year 12 (121 responses). The most popular type of work experience offered by schools/colleges was a **block week in year 10 (121 responses)**, followed by a block week in year 12 (104 responses).

The most popular method of organising work experience placements was to **encourage students to find their own placements (119 responses)**, followed by Unifrog (101 responses).

Work Experience cont.

The biggest barriers to disadvantaged students securing work experience fell into three main categories: **limited social capital and networks** (52%); **insufficient availability of suitable placements and employer support** (27%); and **low confidence, aspirations and motivation** (26%). This finding is reinforced by the fact that work experience placements sourced through parents in Hertfordshire are 25% higher than the national average. While parental connections can help many young people access opportunities, a greater reliance on these networks can disadvantage those whose families have fewer professional contacts. As a result, students with the least social capital are at greater risk of missing out on valuable work experience opportunities, narrowing both opportunities for young people and talent pools for employers.

The biggest benefit for students completing work experience was the **development of confidence** and **employability skills**. Those with teaching responsibilities for **KS5 felt more strongly about the benefits of developing the network of employers** and **grade expectations**.

Communications

36% of respondents would like to receive more information **on local careers opportunities and employers**, and the most popular methods of communication was via an email newsletter or online, e.g. a website dedicated to apprenticeship information.

RECOMMENDATIONS SUMMARY

1

Create a central Careers Hub resource bank providing a variety of local case studies featuring students who have progressed into a career linked to that subject. For example, a student who loved science, now working in Life Sciences. A student who studied music, now working as a freelance performer.

2

Create a central Careers Hub collection of local Hertfordshire based employers, who offer careers with links to subjects. For example, a media company offering web design services, an engineering company manufacturing bespoke items for their clients, a local restaurant providing meals from local produce etc.

3

Research demand from schools to understand what an effective supporting CPD programme could entail – including range of topics, frequency, delivering mechanisms, timings etc.

4

Support schools to access and utilise existing resources developed through phase 1 of the Future Ready Fund in order to support students from low income households to have the same opportunities for high quality experiences of the workplace.

SUMMARY OF SCHOOLS

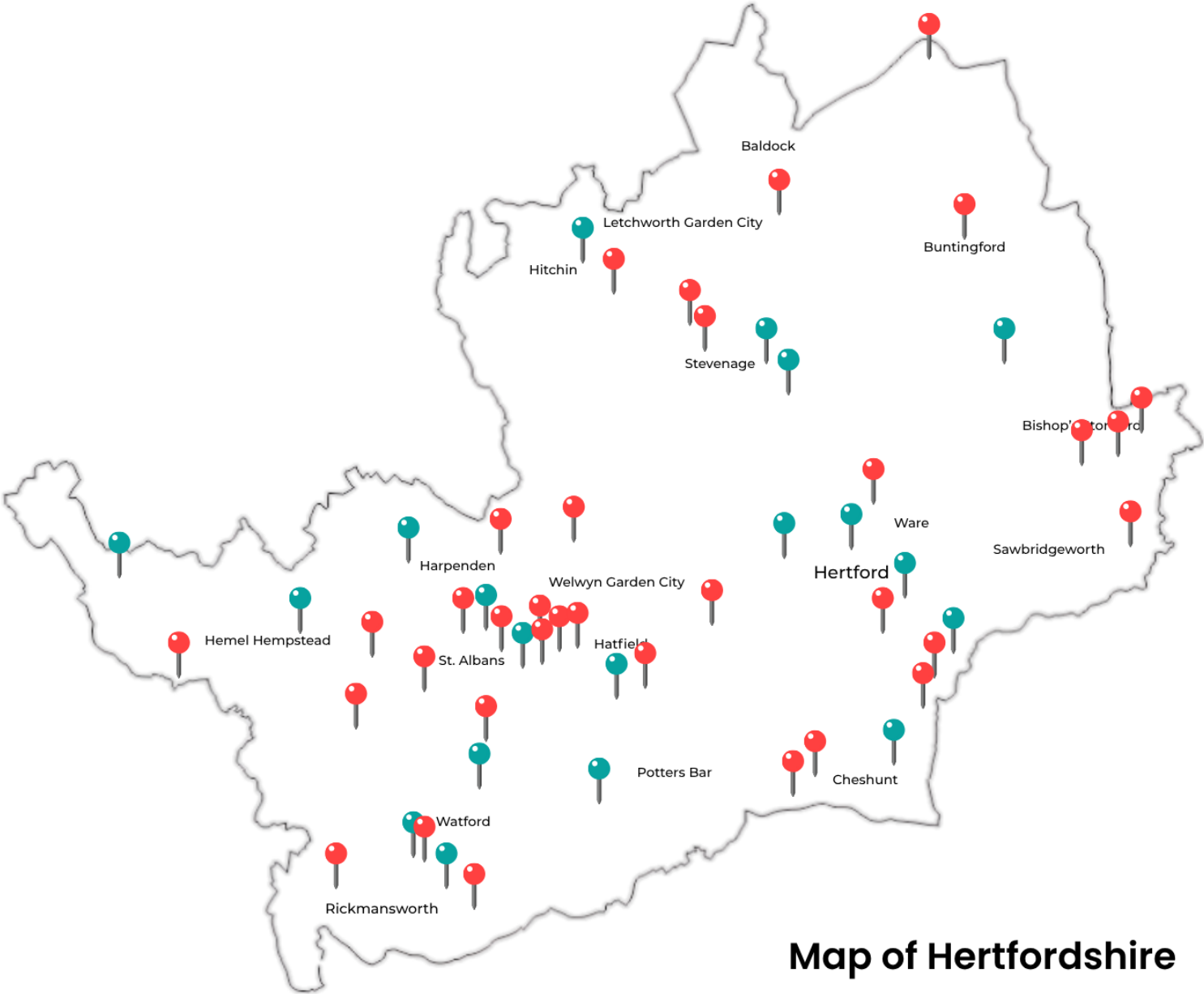
The survey received responses from 288 teachers and school staff across 53 schools and colleges. However, only **24 institutions generated two or more responses, suggesting that the survey was distributed more widely among staff** in those settings. The remaining 29 institutions submitted only one response each. Of these single responses, 19 (66%) were completed by careers leaders or advisers, 6 by teaching staff, and 5 by support staff.

School or College	Responses	% of results
Simon Balle All-Through School	40	14%
Marriotts School	33	11%
The John Warner School	25	9%
Haileybury Turnford	20	7%
North Herts Educational Support Centre	17	6%
Links Academy	15	5%
Rivers ESC	12	4%
Dame Alice Owen's School	12	4%
Roundwood Park School	11	4%
Stevenage ESC	11	4%
Tring School	11	4%
Links Hatfield Academy	9	3%
Ralph Sadleir School	6	2%
The Sele School	6	2%
Rickmansworth School	5	2%
St Albans Girls' School	4	1%
Dacorum ESC	4	2%
Futures Academies Watford	3	1%
Chessbrook ESC	3	1%
Loreto College	2	1%
Beaumont School	2	1%
Richard Hale School	2	1%
Kings Langley School	2	1%
Robert Barclay Academy	2	1%
The Adeyfield Academy	1	0%
Katherine Warington School	1	0%
Ridgeway Academy	1	0%

SUMMARY OF SCHOOLS

School or College	Responses	% of results
The Marlborough Science Academy	1	0%
St Mary's Church of England High School (VA)	1	0%
The Thomas Alleyne Academy	1	0%
Monk's Walk School	1	0%
King James Academy Royston	1	0%
Stanborough School	1	0%
Saint Joan of Arc Catholic School	1	0%
Saint Michael's Catholic High School	1	0%
Nicholas Breakspear Catholic School	1	0%
Watford Grammar School for Boys	1	0%
The Broxbourne School	1	0%
Townsend Church of England School	1	0%
The Bishop's Stortford High School	1	0%
Ashlyns School	1	0%
Goffs Academy	1	0%
Hockerill Anglo-European College	1	0%
Hitchin Girls' School	1	0%
The Chauncy School	1	0%
Leventhorpe	1	0%
The Knights Templar School	1	0%
Sandringham School	1	0%
Freman College	1	0%
St Clement Danes School	1	0%
Onslow St Audrey's School	1	0%
St Mary's Catholic School	1	0%
Barclay Academy	1	0%

SUMMARY OF SCHOOLS



Map of Hertfordshire



Participating Schools/Colleges



Schools/Colleges with 2 or less responses

SUMMARY OF SCHOOLS

12 schools/colleges responded to this year's survey that did not participate last year.*

Conversely, there were 6 schools that participated last year, but that did not widely distribute to school staff this year.

New For 2026	2025 participants that didn't participate this year
Simon Balle All-Through School	Barnwell School
The John Warner School	Hitchin Boys' School
North Herts Educational Support Centre	The Priory School
Dame Alice Owen's School	The Nobel School
Stevenage ESC	The Saint John Henry Newman Catholic School
Tring School	Mount Grace School
Links Hatfield Academy	
Ralph Sadleir School	
St Albans Girls' School	
Dacorum ESC	
Futures Academies Watford	
Chessbrook ESC	

**Schools with 2 or fewer responses have been removed from the data above.*



QUESTION 1.

Which of the following best describes your job role?

JOB ROLES

41% of respondents were **class/subject teachers**. **15%** of respondents held **Careers leader/adviser** roles, **14%** were **Form tutors** and **13%** were in a **Senior Leader Team** position.

Compared with last year, the survey received 22% less responses from class/subject teachers, and 11% less from form tutors.

However, 9% more careers leader/advisers responded to the survey this year, and 7% more senior leadership team staff.

	Responses	% of total responses
Class/subject teacher	117	41%
Support staff/non-teaching staff	51	18%
Careers leader/adviser	42	15%
Form tutor	40	14%
Senior Leadership Team	36	13%
Other	25	8%
Head of year/pastoral lead	23	8%
Teaching assistant	17	6%
Head teacher	6	2%
Supply teacher	4	1%
Governor	1	0%

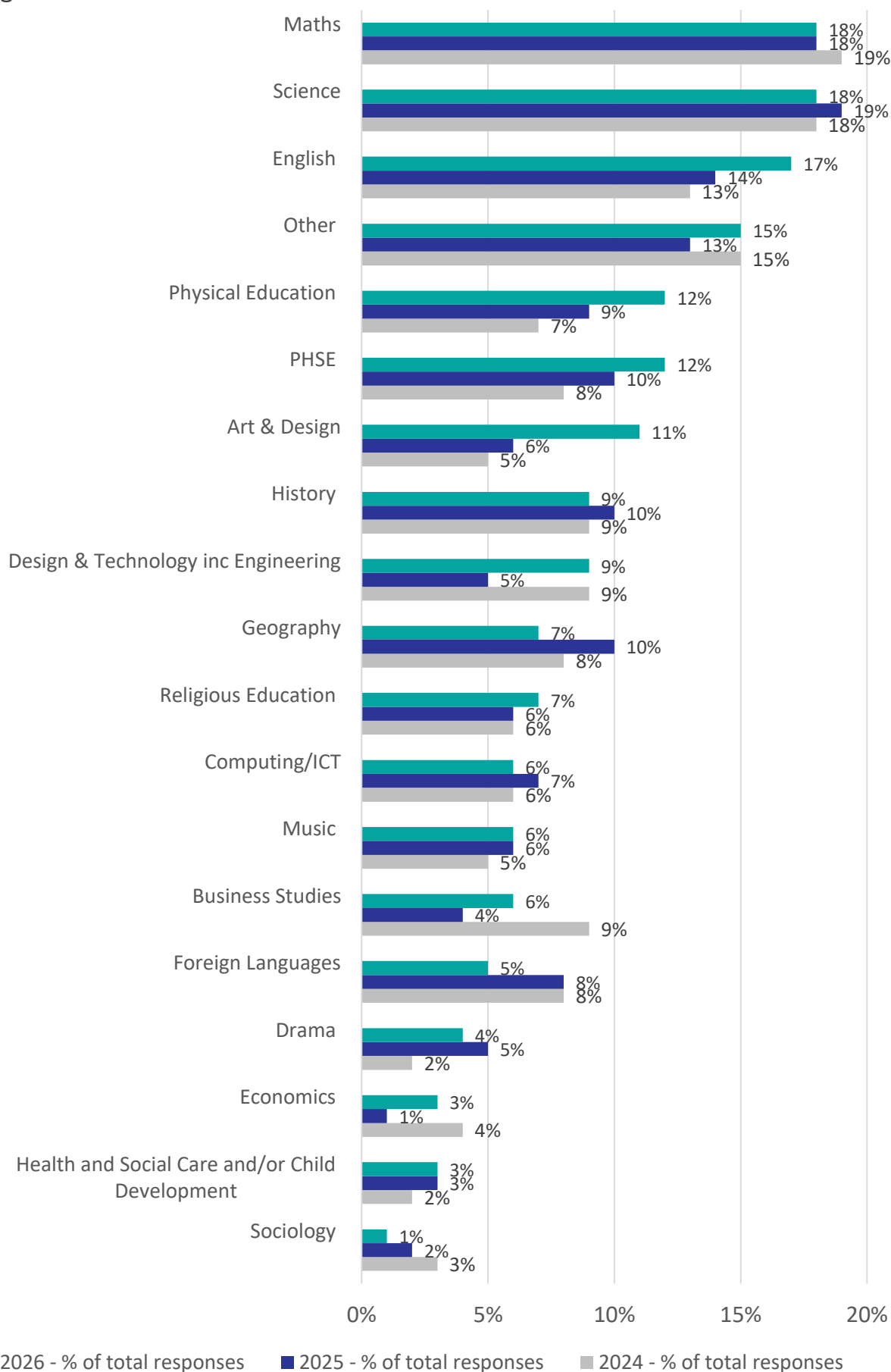


QUESTION 2.

Which subject(s) do you teach/support?

SUBJECTS

53% (153) of respondents were teachers of one of three subject areas: Maths, Science and English.





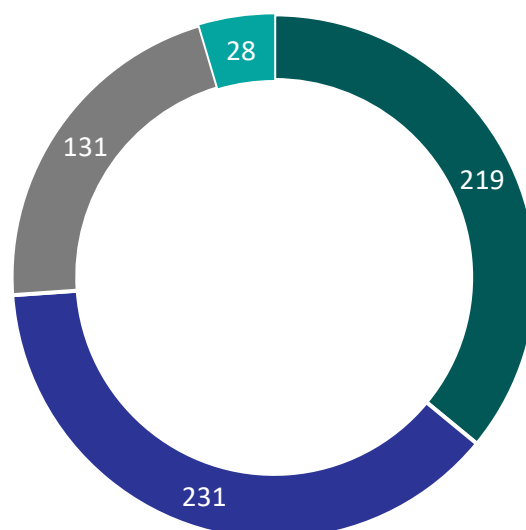
QUESTION 3.

Which year group(s) do you teach/support?

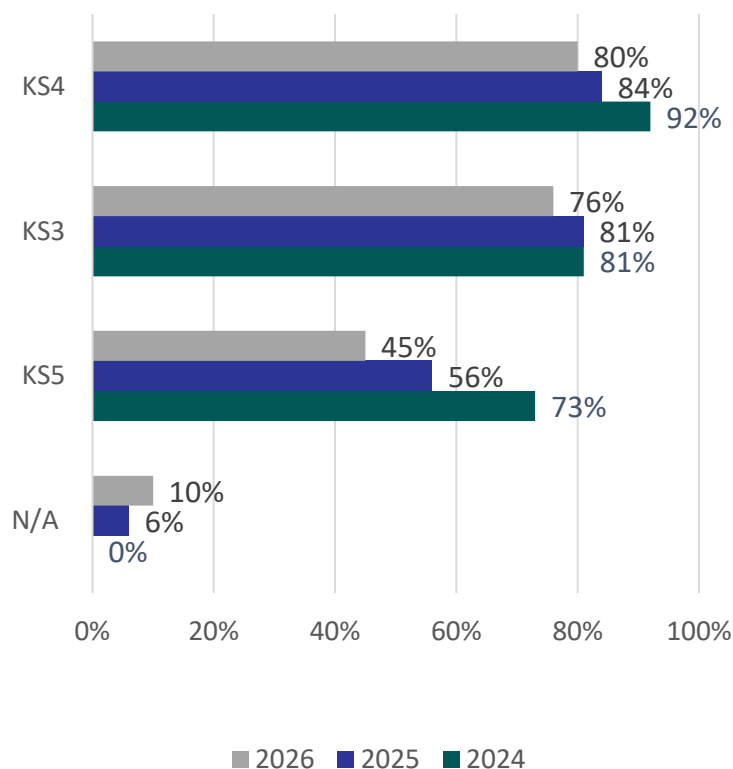
YEAR GROUPS

This chart and table break down the year groups taught by the survey respondents. Respondents could select all answers that apply if they teach across multiple year groups.

80% (231) of respondents taught children in KS4, 76% (219) taught KS3 and 45% (131) taught KS5.



- KS3 (yrs. 7-9)
- KS4 (yrs. 10-11)
- KS5 (yrs. 12-15)
- N/A



This year's survey had a decrease in respondents who taught/supported KS5 (-11%), KS4 (-12%) and KS3 (-5%).

This could be explained by the increase in responses from careers leader/advisers and other non-teaching roles.



QUESTION 4.

Please tell us how long you have been in a teaching post for.

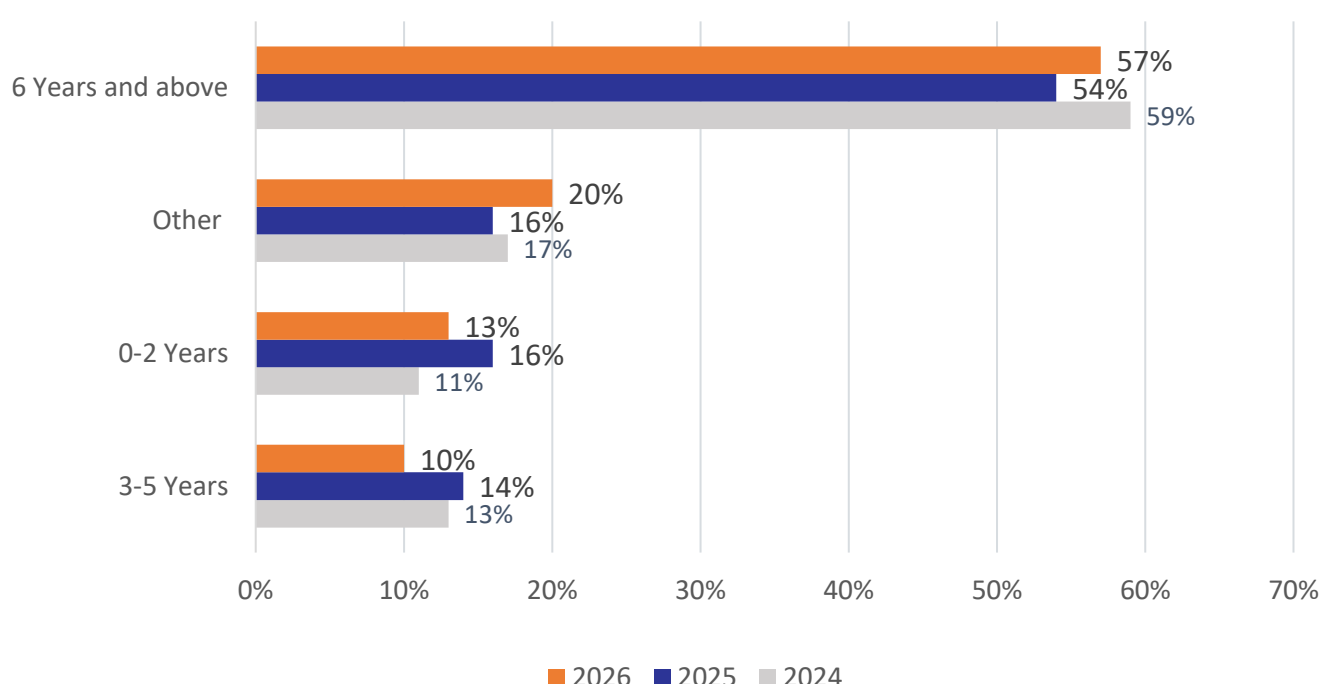
PAST EXPERIENCE

67% of all respondents to this year's survey had 3 or more years of experience in a teaching post.

57% of those who completed the survey had 6 or more years of experience in a teaching post.

Only 13% of respondents had 2 years or less of teaching experience.

Past Experience	Responses	% of total responses
6 Years and above	158	57%
Other	56	20%
0-2 Years	35	13%
3-5 Years	29	10%





QUESTION 5.

Have you previously held a non-teaching role, outside of an academic setting?

PAST EXPERIENCE

We asked respondents if they had previous experience in a non-teaching role, outside of an academic setting.

- **98 (35%)** had previously held a non-teaching role that **was not directly related** to their current subject(s)
- **63 (23%)** had previously held a non-teaching role that **was directly related** to their current subject(s)
- **117 (42%)** had not previously held a non-teaching role

The likelihood of having regular direct career conversations with their students increased by 5% if the teacher or careers adviser had previously had non-teaching experience.





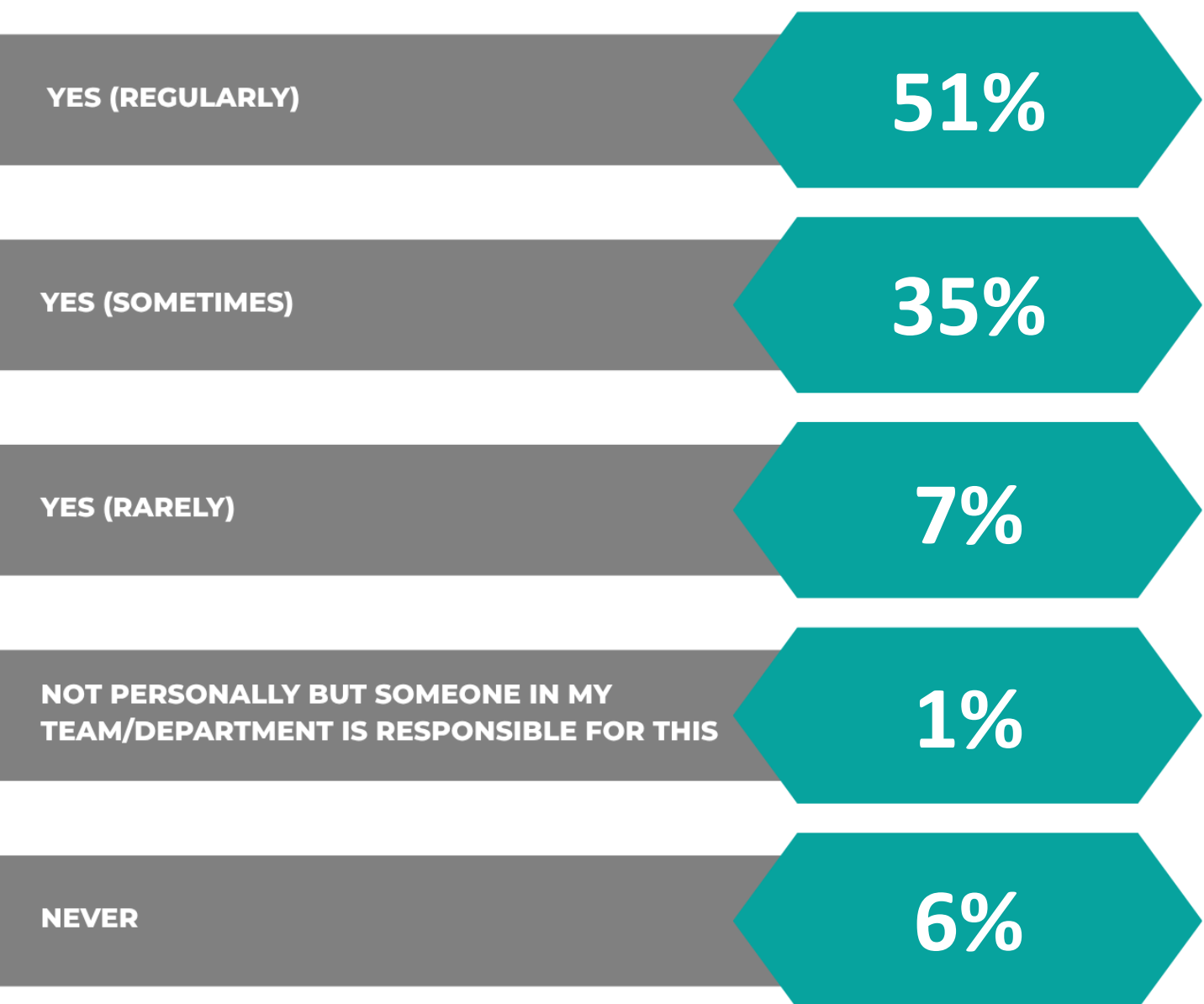
QUESTION 6.

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

DIRECT CONVERSATIONS

51% of the survey respondents regularly had direct conversations with individual students about their future career options. This is an 11% increase from last year's survey.

35% of respondents sometimes had these conversations, which is an 11% decrease from last year's survey. Only 13% of respondents rarely had these conversations or never had these conversations with individual students directly.



DIRECT CONVERSATION

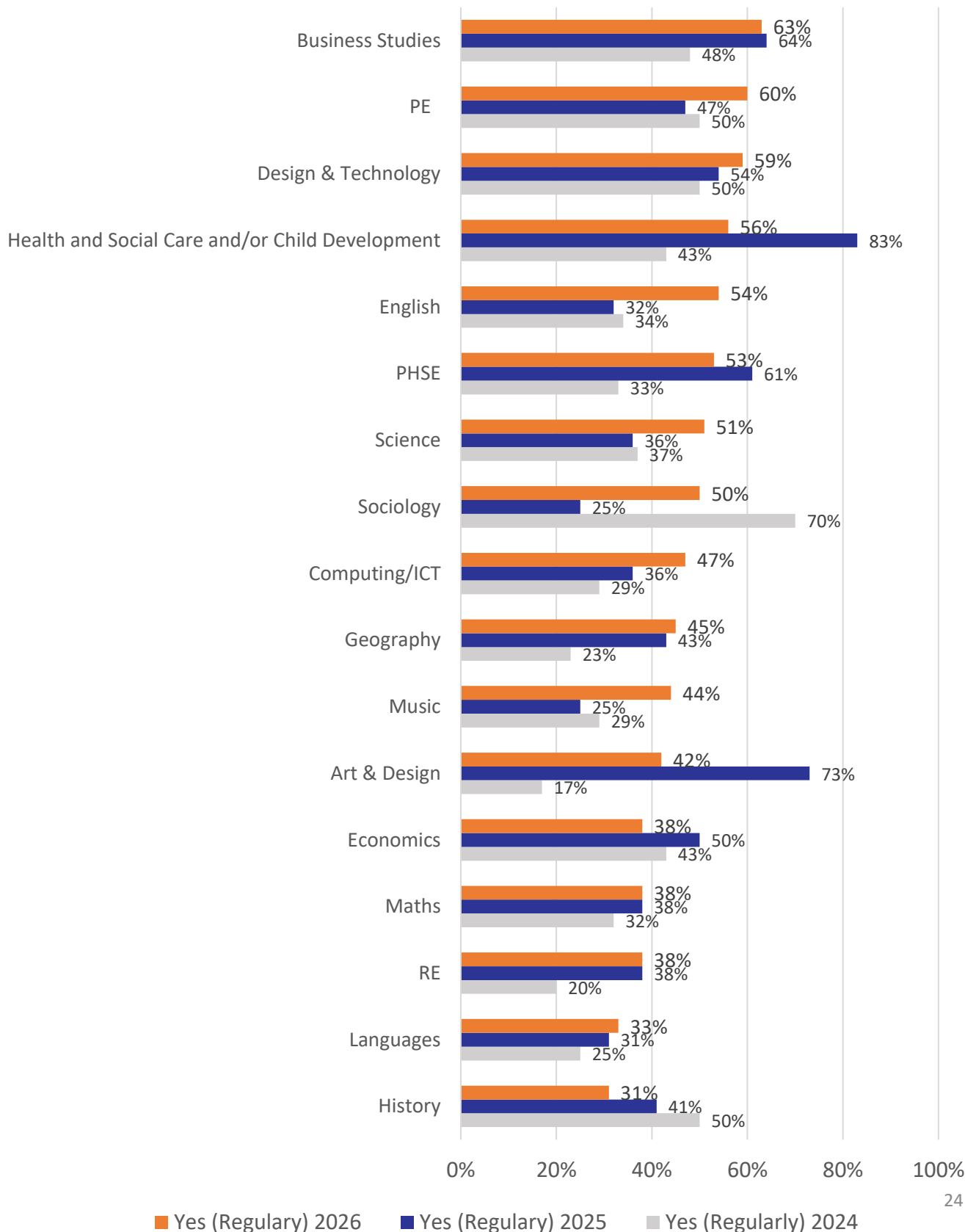
This table breaks down the percentage of respondents who answered that they had **regular conversations** with students about future career options by their job role.

Careers leader/advisers were most likely to have regular career conversations with students (90%), Followed by **Head teachers (83%)** and **Head of year/pastoral lead (77%)**.

	Regular Conversations	% of total responses
Governor	1	100%
Careers leader/adviser	38	90%
Head teacher	5	83%
Head of year/pastoral lead	17	77%
Senior Leadership Team	24	69%
Other	14	58%
Class/subject teacher	50	43%
Teaching assistant	6	35%
Support staff/non-teaching staff	13	29%
Form tutor	7	18%
Supply teacher	0	0%

DIRECT CONVERSATION

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. **Business Studies** (63%), **PE** (60%) and **Design & Technology** (59%) teachers were the most likely to have regular career conversations with students.





QUESTION 7.

How confident do you feel in accessing the relevant information needed to be able to embed the following careers information within your curriculum/subject lessons?

INFORMATION ACCESS

Confidence levels were **lower when accessing Local Labour Market Information** and **accessing progression case studies**.

By comparing the weighted average from last year, confidence levels were very similar across all categories.

	1	2	3	4	Weighted Average
Subject resources (that demonstrate how the subject can link to different careers)	6% (13)	18% (40)	39% (88)	38% (87)	3.09 (2026) 3.04 (2025)
Further and higher education options information (including apprenticeships and technical education)	7% (16)	23% (52)	43% (98)	27% (62)	2.90 (2026) 2.78 (2025)
Employer examples (of local organisations that are connected to your subject)	18% (40)	31% (71)	34% (77)	18% (40)	2.51 (2026) 2.36 (2025)
Jobs & vacancy information (about relevant jobs & vacancies that students might be interested in)	20% (46)	31% (70)	34% (78)	15% (34)	2.44 (2026) 2.49 (2025)
Progression case studies (from past students who have progressed into relevant roles)	23% (52)	31% (70)	31% (70)	16% (36)	2.39 (2026) 2.41 (2025)
Local Labour Market Information (LMI)	36% (83)	31% (71)	18% (41)	15% (33)	2.11 (2026) 2.12 (2025)



QUESTION 8.

Please tell us how relevant you feel each option might be for your students, and how confident you feel talking about the application process.

OPTIONS

Teachers & careers advisers felt **that an apprenticeship might be the most relevant option** for their students. Respondents felt that **HTQs were the least relevant option for their students.**

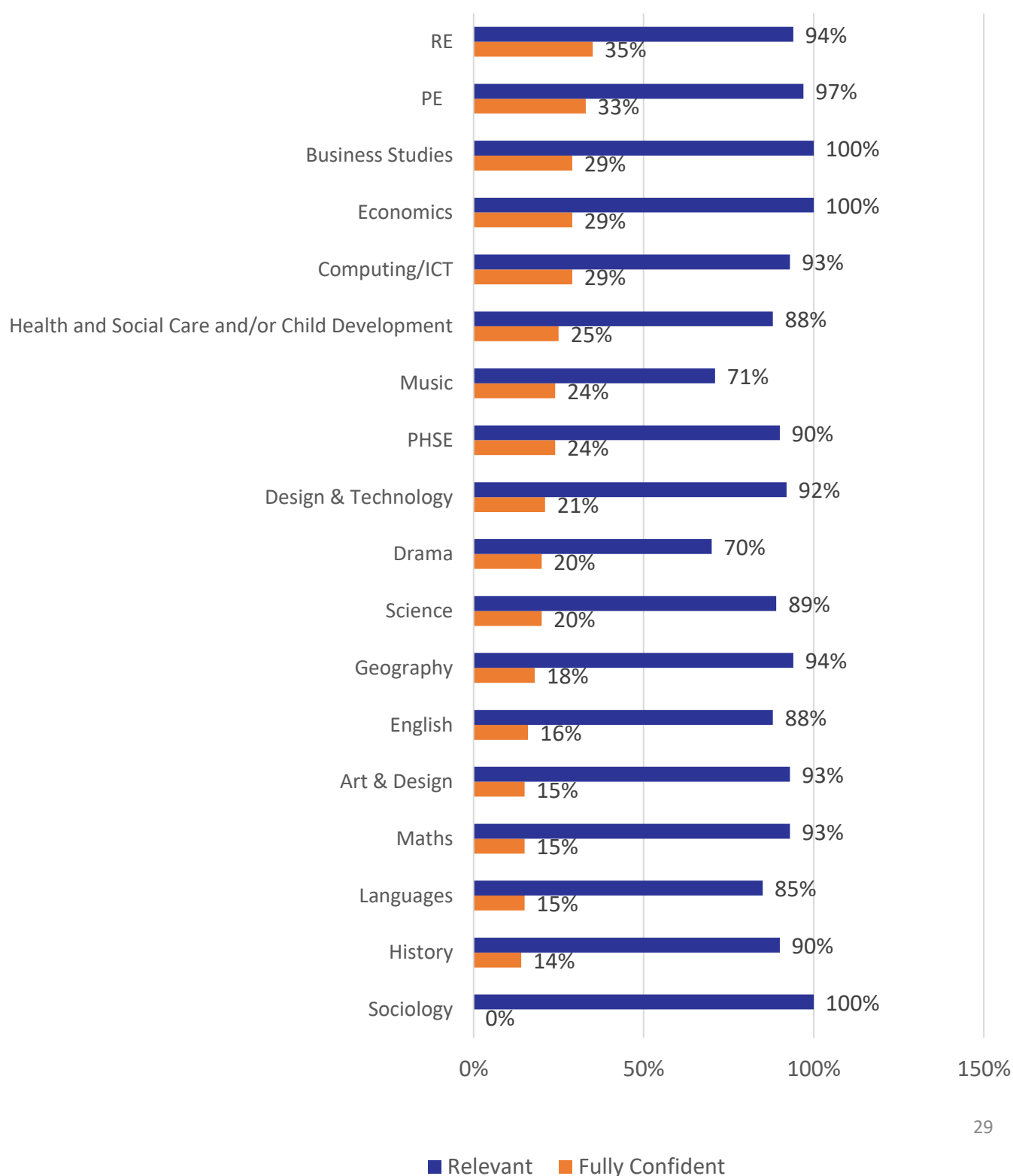
	Relevant	%	Not relevant	%	Unsure	%
A-levels	179	79%	34	15%	15	7%
Apprenticeships	207	91%	13	6%	8	4%
FE college	184	81%	17	7%	27	12%
Higher Technical Qualifications (HTQs)	95	42%	53	23%	80	35%
T Levels	121	53%	51	22%	56	25%
University	172	75%	36	16%	20	9%

Confidence levels were **highest for A-levels and University**, and confidence levels were lowest for HTQs. Only **18% of teachers and school staff felt fully confident talking about apprenticeships** with their students.

CONFIDENCE	Not confident	%	A little confident	%	Quite confident	%	Fully confident	%
A-levels	15	7%	37	16%	55	24%	121	53%
University	16	7%	42	18%	74	32%	96	42%
Apprenticeships	35	15%	73	32%	78	34%	42	18%
FE college	35	15%	63	28%	89	39%	41	18%
T Levels	111	48%	65	29%	41	18%	11	5%
Higher Technical Qualifications (HTQs)	145	64%	55	24%	23	10%	5	2%

OPTIONS

This chart shows the **percentage of teachers/careers advisers that felt that an apprenticeship was relevant for their students and how many felt fully confident**, split down across the various subjects that respondents held teaching/support responsibilities for. **RE** (35%), **PE** (33%), **Business Studies** (29%), **Economics** (29%) and **Computing/ICT** (29%) had the highest percentage of teachers that felt the most confident talking about apprenticeships.





QUESTION 9.

If one of your students wanted to apply for an apprenticeship, how confident would you feel talking to them about the following steps?

CONFIDENCE

Teachers & careers advisers felt **most confident about finding apprenticeship vacancies**. Respondents felt least confident about the application/recruitment process. Average confidence levels have grown ever so slightly compared with last year.

	1	2	3	4	Average
Identifying the right apprenticeship standard & level	23% (53)	22% (51)	34% (77)	21% (47)	2.52 (2026) 2.34 (2025)
Researching apprenticeship employers	19% (43)	24% (54)	37% (83)	21% (48)	2.60 (2026) 2.41(2025)
Finding apprenticeship vacancies	20% (46)	29% (67)	28% (64)	22% (51)	2.53 (2026) 2.34 (2025)
The application/recruitment process	23% (52)	34% (77)	26% (60)	17% (39)	2.38 (2026) 2.24 (2025)

The table below shows the confidence levels of all respondents that were not careers leader/advisers. Confidence levels were lower across all steps.

	1	2	3	4	Average
Identifying the right apprenticeship standard & level	26% (53)	24% (50)	36% (73)	14% (29)	2.38
Researching apprenticeship employers	21% (43)	26% (54)	37% (76)	16% (32)	2.47
Finding apprenticeship vacancies	22% (46)	32% (66)	29% (59)	17% (34)	2.40
The application/recruitment process	25% (52)	35% (72)	27% (55)	13% (26)	2.27

CONFIDENCE

Confidence levels grew if the respondent had teaching responsibilities for KS4 and KS5.

KS3	1	2	3	4	Average
Identifying the right apprenticeship standard & level	24% (43)	24% (43)	34% (62)	19% (34)	2.48
Researching apprenticeship employers	20% (36)	25% (46)	35% (63)	20% (37)	2.55
Finding apprenticeship vacancies	21% (39)	29% (52)	27% (50)	23% (41)	2.51
The application/recruitment process	24% (43)	34% (61)	25% (46)	18% (32)	2.37

KS4	1	2	3	4	Average
Identifying the right apprenticeship standard & level	20% (39)	24% (47)	37% (73)	20% (39)	2.57
Researching apprenticeship employers	16% (31)	24% (48)	40% (79)	20% (40)	2.65
Finding apprenticeship vacancies	18% (35)	30% (60)	30% (60)	22% (43)	2.56
The application/recruitment process	20% (39)	34% (67)	29% (58)	17% (34)	2.44

KS5	1	2	3	4	Average
Identifying the right apprenticeship standard & level	21% (23)	22% (25)	34% (38)	23% (26)	2.60
Researching apprenticeship employers	17% (19)	24% (27)	32% (36)	27% (30)	2.69
Finding apprenticeship vacancies	19% (21)	30% (34)	24% (27)	27% (30)	2.59
The application/recruitment process	21% (24)	36% (40)	21% (24)	21% (24)	2.43



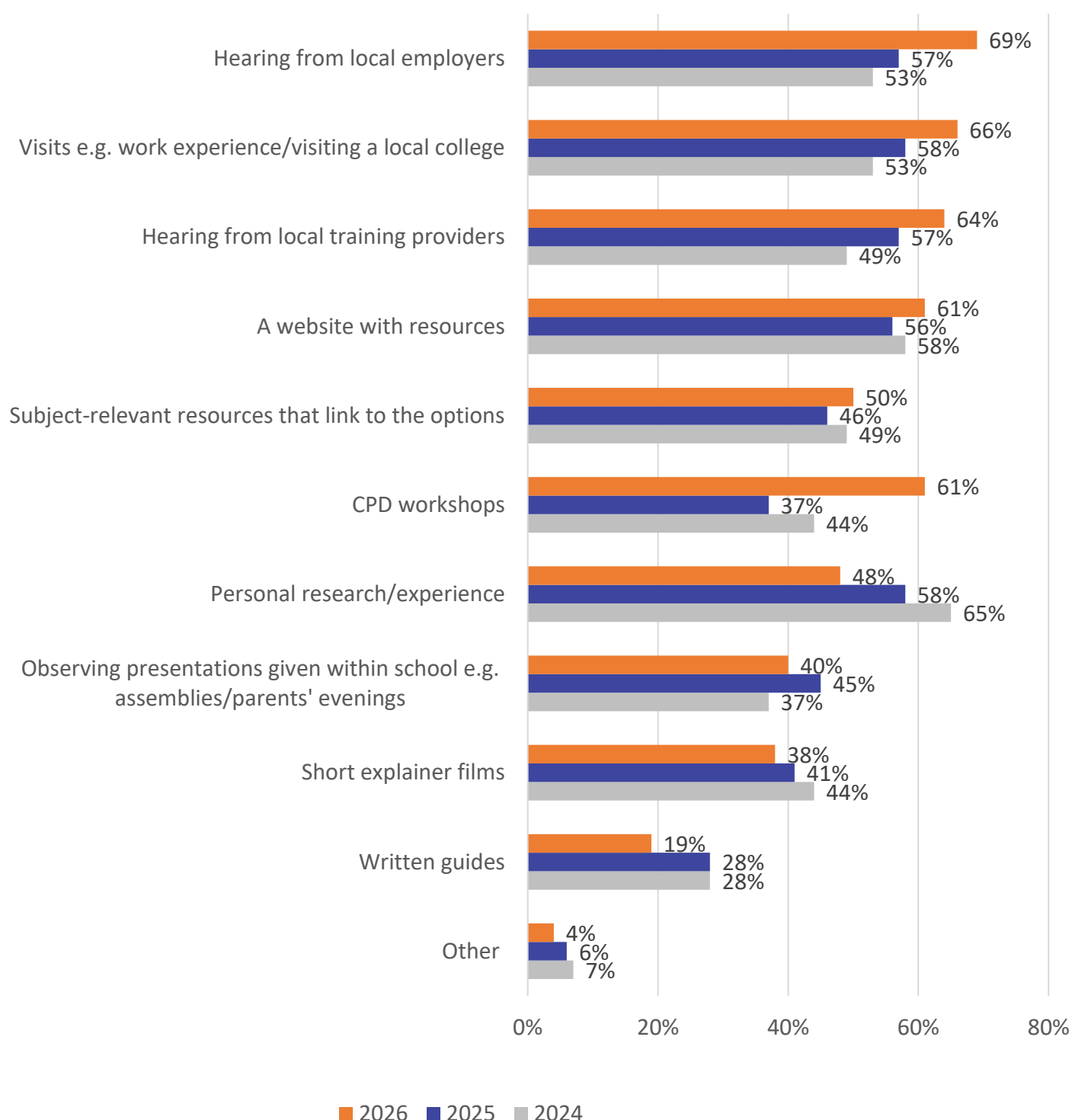
QUESTION 10.

Which types of activities, events or information sharing do you feel are the most impactful when building your knowledge of post-16 and post-18 options?

KNOWLEDGE BUILDING

69% of teachers & careers advisers felt that **hearing from local employers** and **visits such as work experience or visiting a local college** were the most successful tool to build their knowledge of the different options.

There was a 24% increase in those who felt that **CPD workshops would be the most impactful** when building knowledge, compared to last year.





QUESTION 11.

Are you aware of the changes to modern work experience to include a 2 week work experience guarantee?

WORK EXPERIENCE

49% of teachers and school staff **were aware of the changes to modern work experience** to include a 2-week work experience guarantee.

51% of teachers and school staff were not aware, 31 of which would like to know more.

Awareness of the changes to modern work experience was highest amongst those who taught KS5:

- KS3 – 48%
- KS4 – 49%
- **KS5 – 58%**

49%

YES, I AM
AWARE

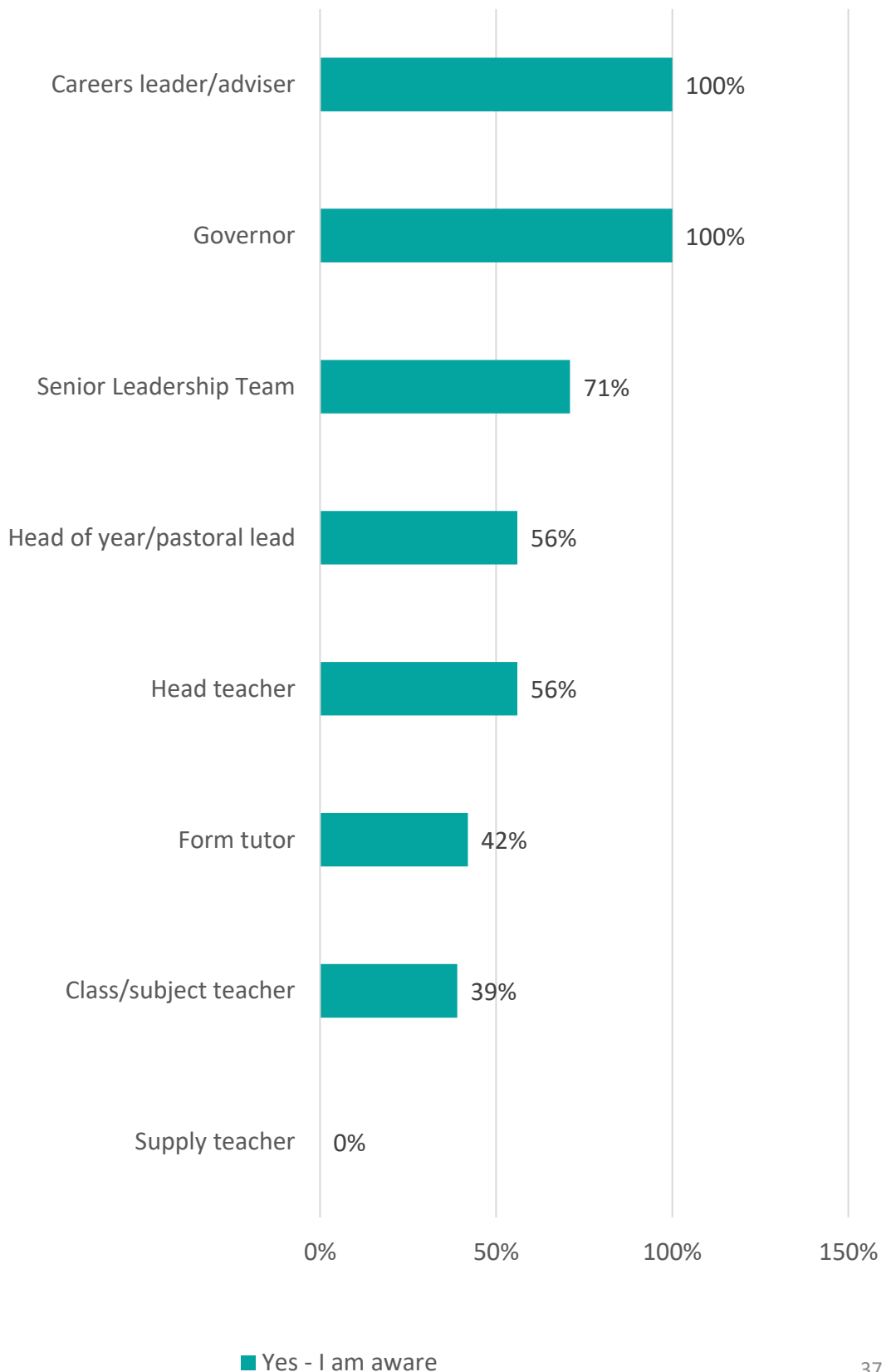
51%

NO, I AM NOT
AWARE



WORK EXPERIENCE

100% of careers leader/advisers were aware of the changes to modern work experience, as were 71% of SLT and 56% of Head of year/pastoral leads and Head teachers.



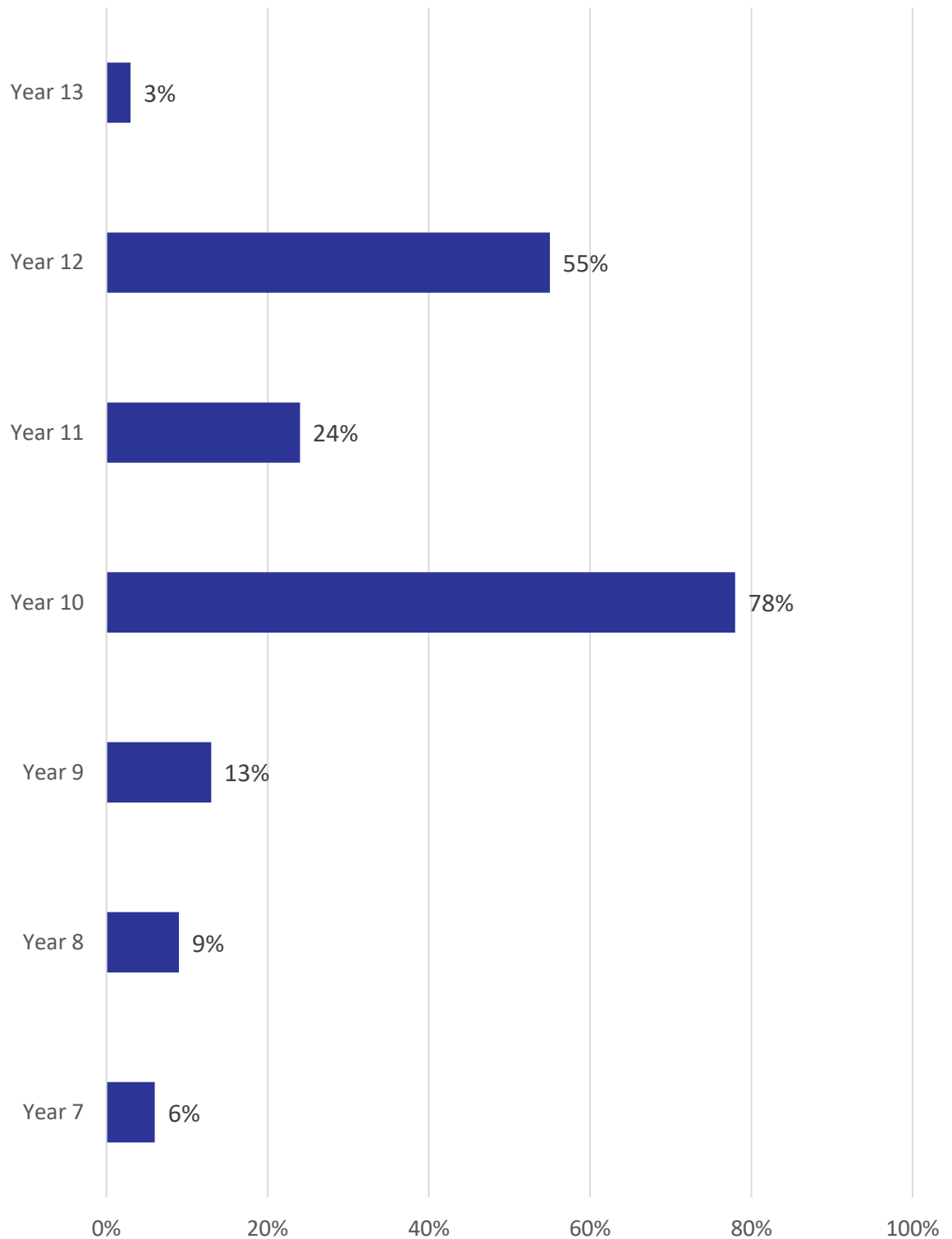


QUESTION 12.

Which year groups go out on work placements in your school?

WORK EXPERIENCE

Year 10 (171 responses) was the **most popular year for work experience** to take place in, followed by Year 12 (121 responses).



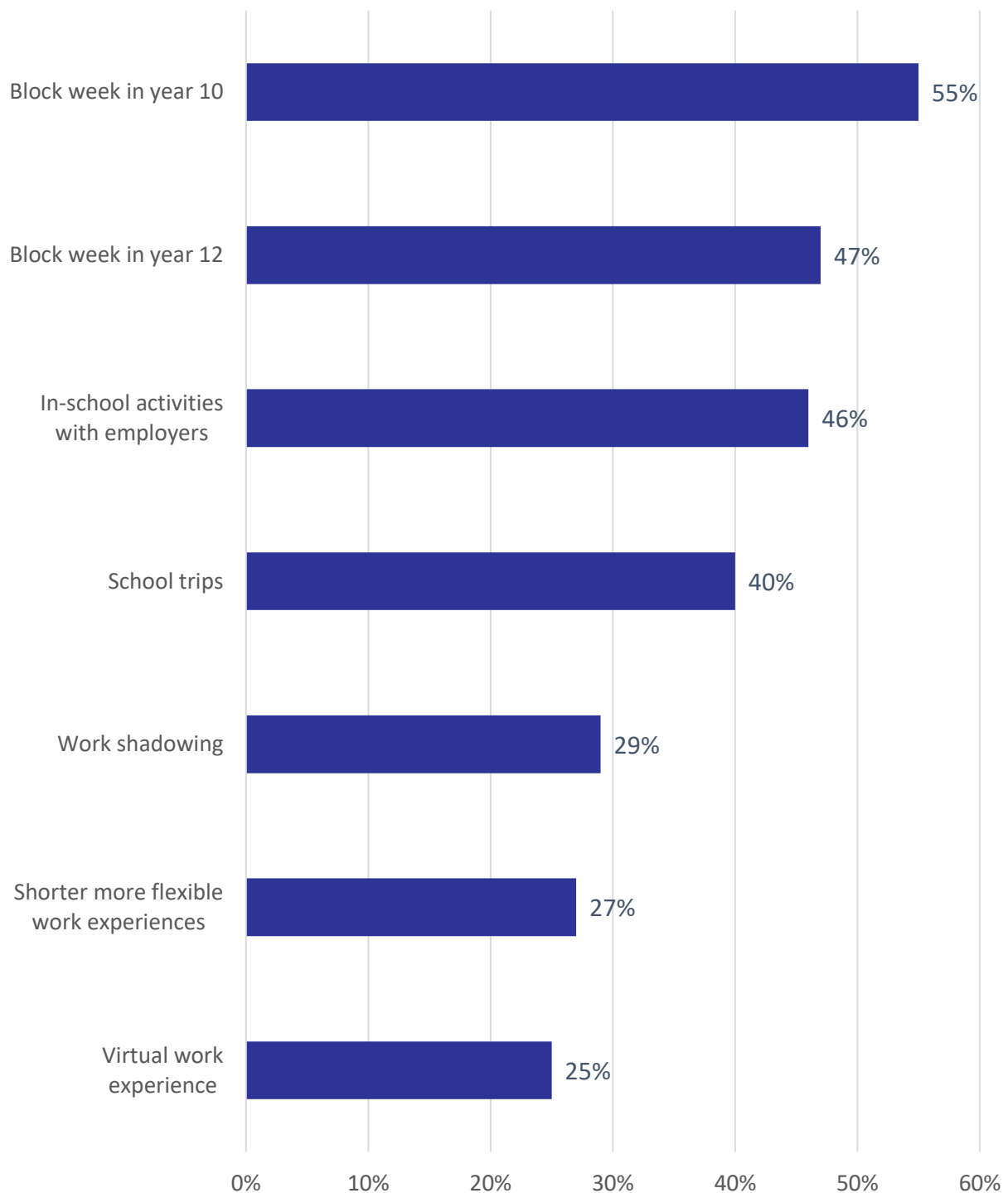


QUESTION 13.

What types of experiences does your school offer?

WORK EXPERIENCE

The most popular type of work experience offered by schools/colleges was a **block week in year 10** (121 responses), followed by a block week in year 12 (104 responses).



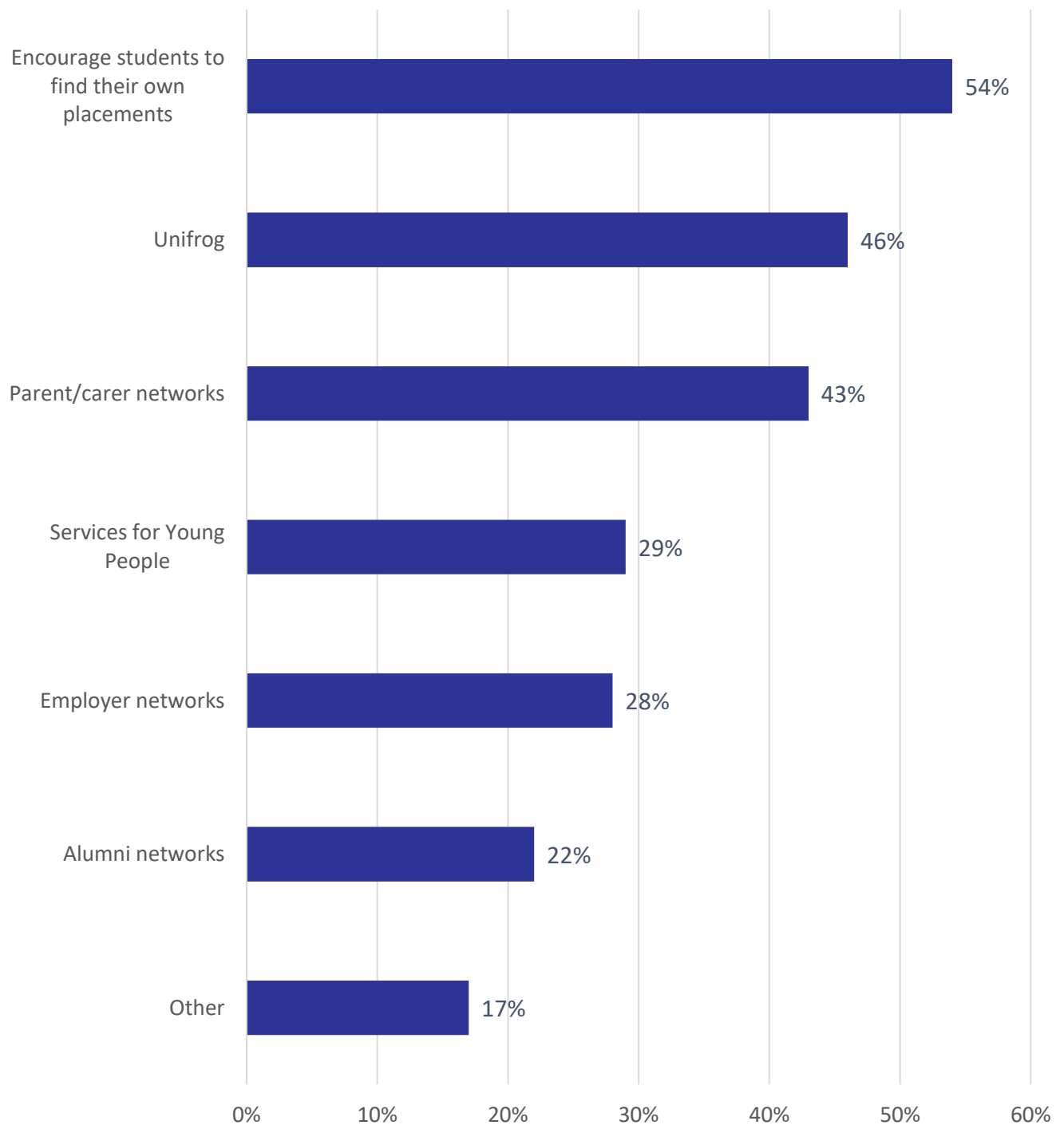


QUESTION 14.

How does your school
organise work experience
placements?

WORK EXPERIENCE

The most popular method of organising work experience placements was to **encourage students to find their own placements (119 responses)**, followed by Unifrog (101 responses).





QUESTION 15.

What do you see as the biggest challenges for your disadvantaged students to find work experience placements?

WORK EXPERIENCE

The biggest barriers to disadvantaged students securing work experience fell into three main categories:

- **Limited social capital and networks** (52%)
- **Insufficient availability of suitable placements and employer support** (27%)
- **Low confidence, aspirations and motivation** (26%)

These responses have been broken down further in the table below.

Limited Social Capital & Network	Responses	%
Lack of contacts and networks, or family connections	57	33%
Lack of parental/cultural support or modelling	33	19%

Insufficient availability of suitable placements and employer support	Responses	%
Lack of employers willing to take students with SEND or support needs	22	13%
Availability of placements in interest or local area	17	10%
Lack of employer insurance or age restrictions	7	4%

Low Confidence, Aspirations & Motivation	Responses	%
Low motivation	20	12%
Low confidence	14	8%
Inability to find and/or apply for placements independently	6	4%
Low resilience	3	2%

Other	Responses	%
Lack of awareness of possible options	17	10%
Logistical, financial or travel challenges	15	9%

WORK EXPERIENCE

"They might not know people with connections to the industries they are interested in or employers may not have work experience placements to offer. Our SEND students might find it harder to find a suitable placement that understands their needs."

"Lack of self-esteem and low aspirations. Seeing themselves as capable and understanding the options that are open to them."

"Finding employers who understand their needs and making them feel welcome enough that they want to attend and continue to attend."

"Travel, anxiety of meeting new people, unable to sustain the length of day"

"Recently spoke to a student who stated, their parents, aunties, uncles and siblings all don't work and therefore does not see the point of work shadowing."

"A lot of students are able to secure placements through personal contacts, this is far more challenging for disadvantaged students."

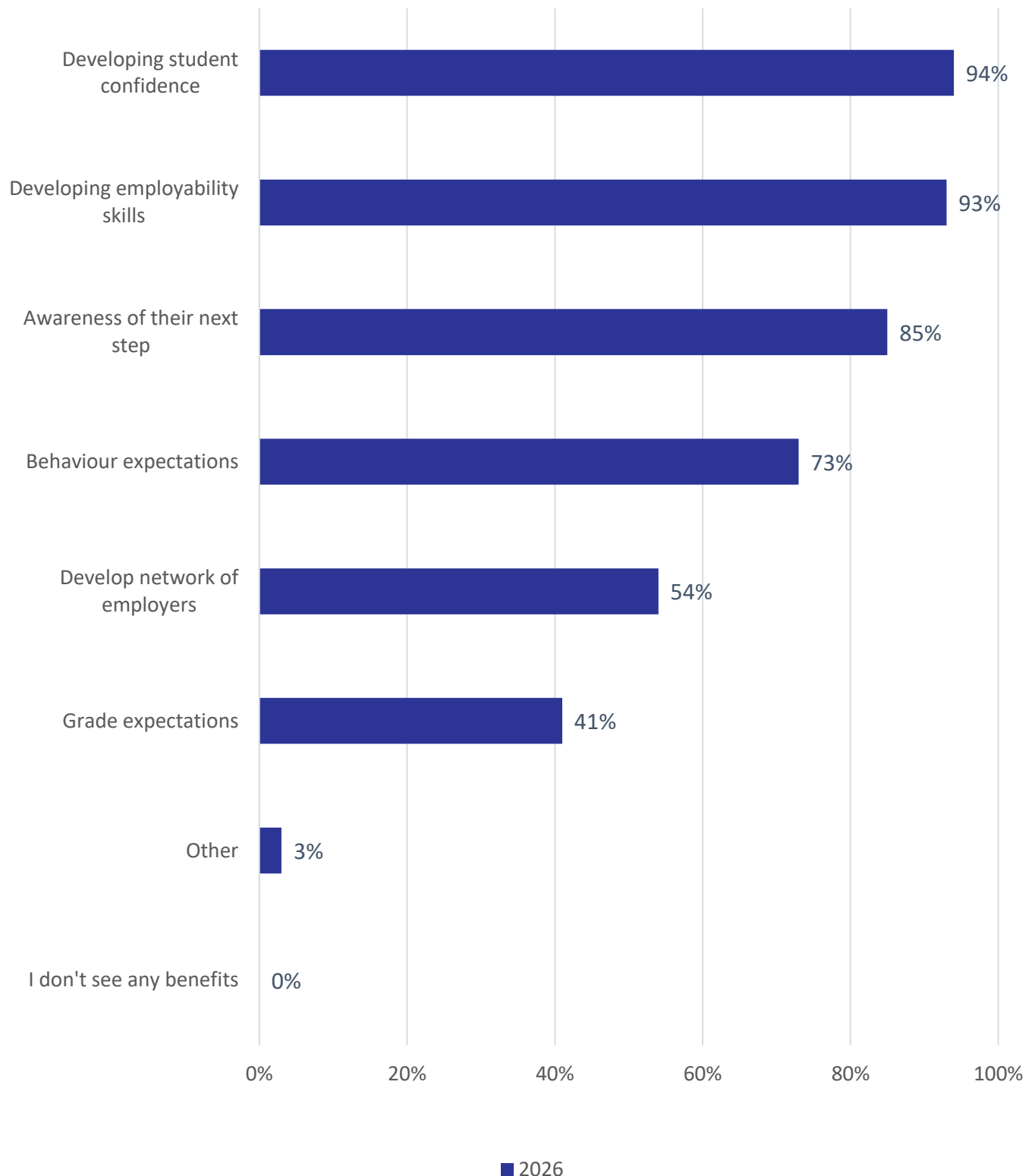


QUESTION 16.

What do you think the benefits are for students completing work experience?

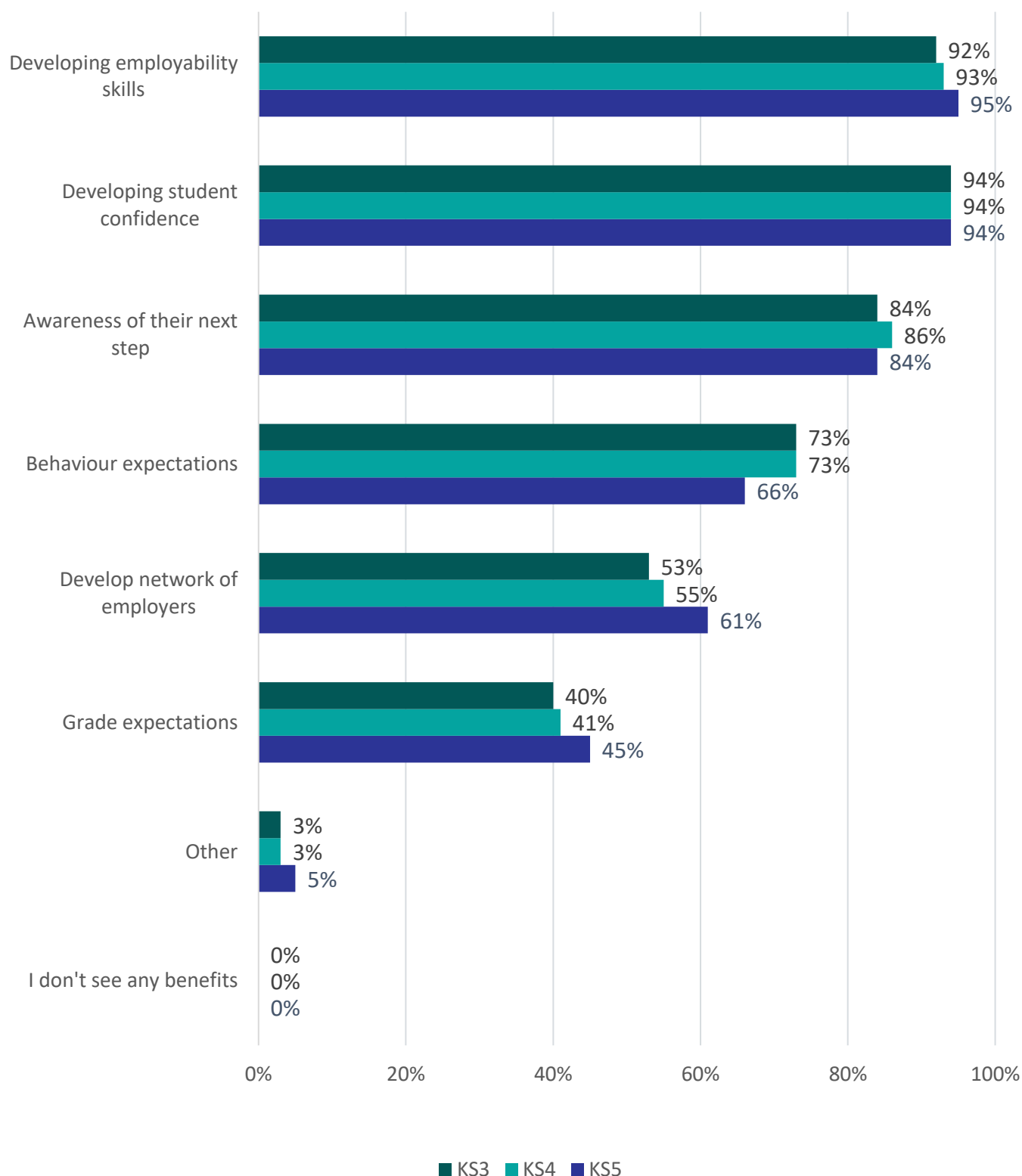
WORK EXPERIENCE

The biggest benefit for students completing work experience was the **development of confidence** and **employability skills**.



WORK EXPERIENCE

Those with teaching responsibilities for **KS5** felt more strongly about the benefits of **developing the network of employers and grade expectations**.



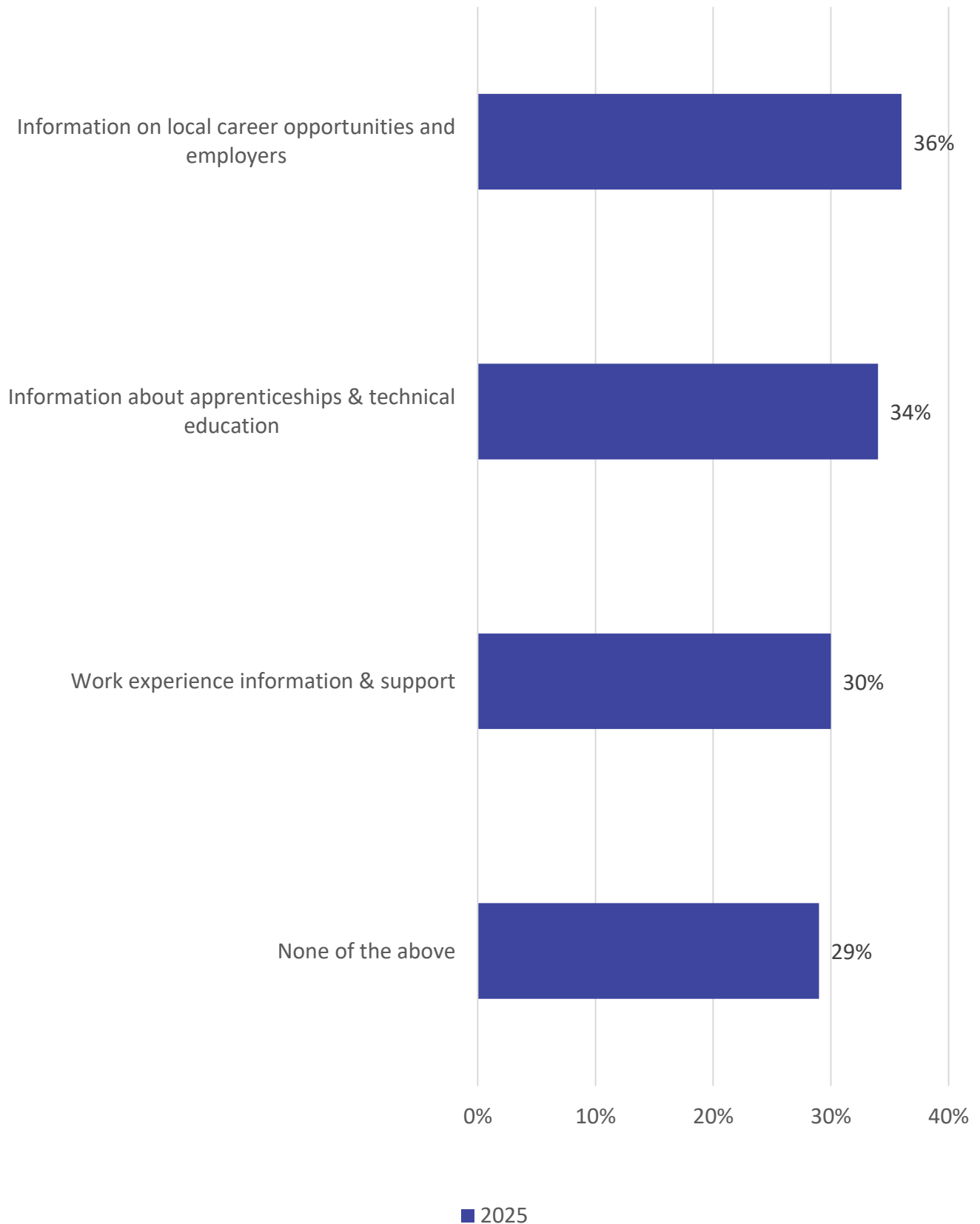


QUESTION 17.

Would you like to receive any of the following?

COMMUNICATIONS

The below chart shows how many respondents would like to receive;



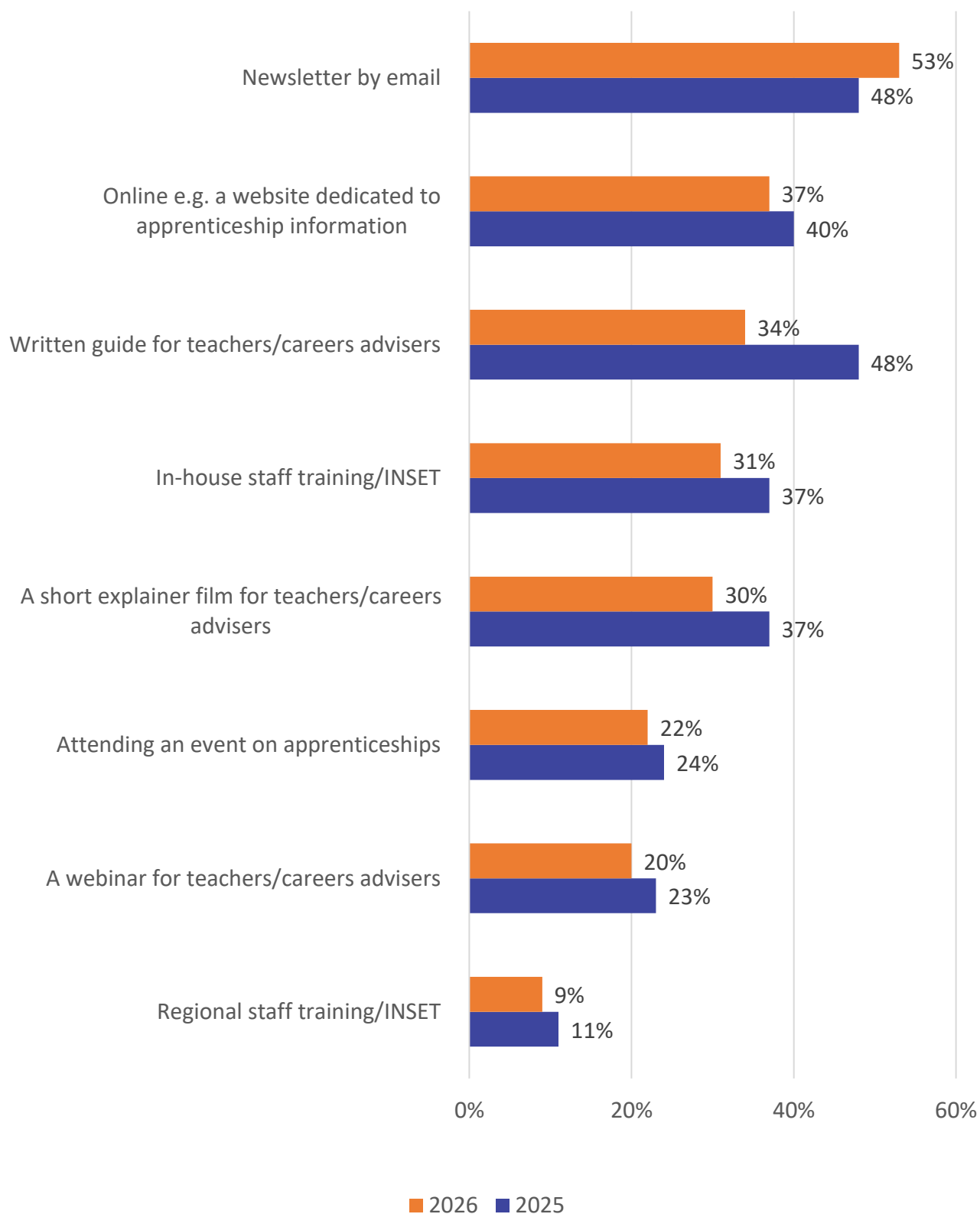


QUESTION 18.

What types of information would you prefer to receive?

COMMUNICATIONS

The below chart shows how respondents would most like to receive more information on apprenticeships and technical education.



RECOMMENDATIONS

1

Create a central Careers Hub resource bank providing a variety of local case studies featuring students who have progressed into a career linked to that subject. For example, a student who loved science, now working in Life Sciences. A student who studied music, now working as a freelance performer.

2

Create a central Careers Hub collection of local Hertfordshire based employers, who offer careers with links to subjects. For example, a media company offering web design services, an engineering company manufacturing bespoke items for their clients, a local restaurant providing meals from local produce etc.

3

Research demand from schools to understand what an effective supporting CPD programme could entail – including range of topics, frequency, delivering mechanisms, timings etc.

4

Support schools to access and utilise existing resources developed through phase 1 of the Future Ready Fund in order to support students from low income households to have the same opportunities for high quality experiences of the workplace.



