

Parental competence outcomes framework

Parents of primary age children		
What should they know?	What should they be able to do?	Personal attributes
The difference between, job, work and skills	Talk about how people work and the value and contribution that work makes to family and the community.	Be a positive role model
Fanciful ideas are ok- realism comes later	Encourage their children to think positively about their future and the roles they would like to fulfil	Encourage a love of learning
People in the family and community are important role models for future success	Encourage their children to think about a broad range of jobs even if they seem fanciful or unrealistic.	Be aspirational
There is no pressure to choose 'a career'. Believing that you have a choice is more important	Celebrate the achievements of all the members of family however trivial they may seem.	Be open
	Reinforce the relationship between effort and reward. This does not have to be linked to financial reward but can be about feelings of well-being or gaining new knowledge, skills or confidence through experiences.	Be community minded
		Value own achievements

Parents of Key Stage 3 (11-14)		
What should they know?	What should they be able to do?	Personal attributes
Thinking about the future has become an important part of early teenage years	Encourage their child to have conversations about the future. These should be exploratory in nature and not require a commitment for any job or progression route.	Be open minded and non-judgemental
Thinking about the future can seem both daunting and un-necessary for young people of this age	Encourage their child to watch TV programmes, or read books, articles or blogs by people who are positive role models.	Be aspirational for self, family and community
Young people are beginning to formalise their ideas for future jobs and roles	Talk positively but honestly about their own experiences of learning and work	Make time to talk about the future
Young people are beginning to understand their strengths and areas for development and are beginning to set targets for improvement. This contributes to the development of their own self-image	Reinforce the relationship between work and reward. Be interested in your child's targets.	Be honest about own ambitions and experiences
Young people are influenced by those that they see around them. This can include social media influencers as well as more traditional role models such as family, friends and community members.	Be open to conversations about roles and careers which might seem unusual or different to those which they have experience of	Value your own achievements
A tool kit of questions which can open up meaningful career discussions		
A range of career-related vocabulary		
Who to contact if they have a career query or need to signpost their child to sources of support		

Parents of Key Stage 4 (15-16 year olds)		
What should they know?	What should they be able to do?	Personal attributes
Understand all of the progression routes and their relative merits and disadvantages	Open up meaningful career conversations with their child. Using questions such as 'Who do you want to be?' rather than 'What do you want to be?' is a good way of exploring your child's values and aspirations.	Be open minded and non-judgemental
Understand how some subjects link to jobs	Ask for help if they feel that either themselves or their child needs to talk to someone about decision making for future options.	Be aspirational for self, family and community
Know where to go for more information on careers and the labour market	Develop their own CV and social media presence so that it reflects positive attributes.	Make time to talk about the future
Know the referral process so that they can request a careers interview for their child.	Have strategies for seeking paid work or voluntary activities	Be honest about own ambitions and experiences
Know that young people in this age group are often undecided about the future. This is OK. It is more important that they understand that they are the key decision maker and the future is exciting.	Talk about the value of education and its contribution to achieving work and personal goals.	Value your own achievements
Be clear about their own values and beliefs and how this contributes to their own view of jobs, work and career	Talk to their child about their feelings of transitioning to post 16 education.	Be an active citizen
Know about the schools careers programme including events and workshops for both themselves and their child		Be mindful about the messages which you convey about learning and work.
Understand the role and power of positive self-promotion including what constitutes a good CV or a helpful on-line social media presence.		

Parents of Key Stage 5 (16-19 year olds)		
What should they know?	What should they be able to do?	Personal attributes
The process of applying for post-16 options including for further and higher education and apprenticeships	Talk to their child about their feelings of transitioning to post 18 education or work.	Be honest about the 'empty nest' syndrome but don't burden your child with feelings of guilt or responsibility
Know about the schools careers programme including events and workshops for both themselves and their child	Encourage conversations with their child about the merits of different options for learning and work	Be open minded and non-judgemental
Know the referral process so that they can request a careers interview for their child.	Encourage their child to learn the basics of budgeting and financial management	Be aspirational for self, family and community
Know about sources of funding and other sources of financial support and how to apply for them	Ensure that their child has the knowledge and skills to live independently	Be an active citizen
	Encourage a commitment to life-long learning	Encourage managed risk taking and adventure