# Built Environment Schools Trust
# Effective Schools Engagement

Helping to create a diverse talent pipeline
for the Built Environment Sector



**For use in promotion of the**
**My Environment My Future school programme**

September 2026

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# Why?

## The Built Environment:

- Employs **3.8 million people***
- Is 12% of the UK workforce, in **420,000 companies**
- The construction element alone is forecasting a **need for over 150,000** new people per annum for the next 5 years
- The sector is **not JUST construction**! Just as coding is not the entire Tech Sector, both are crucial to their sectors but only a part of them.
- The sector is going through **revolutionary technological change** and is ....
  - A key enabler of government priorities – housing, infrastructure, NHS & Schools
  - Essential to the success of every other sector in the economy
  - A vital part of protecting the security, wellbeing and investments of our society
  - Critical in tackling the environmental challenges we face.
- Yet it is **overlooked by 94%** of young people as a career destination – we need to change that!

*New London Agenda

# Why?

## The challenges we face motivate young people



- **Decarbonisation and protecting the natural environment**
  - 42% of all $CO_2$ emissions come from the Built Environment
  - new skills and approaches are required and emerging to improve our sustainability
- **Reuse and regeneration** is complex and requires new thinking
- The **housing crisis** requires substantial increases in industry capacity and skills to deliver the homes our communities need
- **Technology** is transforming the sector at all levels from AI to MMC
- The workforce is **top heavy in age and unrepresentative of society** yet so full of opportunity

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# What?

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## Built Environment Schools Trust in 2026/27

1. **My Environment My Future (MEMF)** our free school programme. Designed by teachers for teachers across Key Stage 2-5 – from age 8 to 18.
2. **National inter-school competition(s)** across Key Stage 2-5
3. **Bursaries and funding** for neuro-diverse and disadvantaged students.
4. **Signpost hundreds of industry resources** to schools in support of career discussions.
5. **Built Environment Pathways (BEP) for up to 200 students** per year on a 5-day residential, full immersion onsite experience at the Constructionarium.
6. **Cross-industry and education partnerships and collaboration initiatives:**
   - Major professional bodies, Considerate Constructors Scheme, Civil Engineering Constructors Association (CECA), BENews
   - Careers Enterprise Company, City Regions, STEM Learning, Time for Geography, Royal Geographical Society and Geographical Association.
7. **Leading the formation of the Built Environment "Youth Collective"** in partnership with Building People, uniting those working across the UK and leading collaboration.

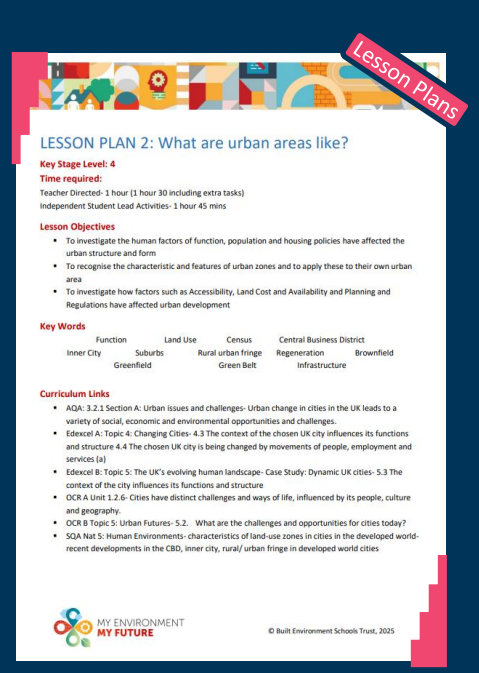
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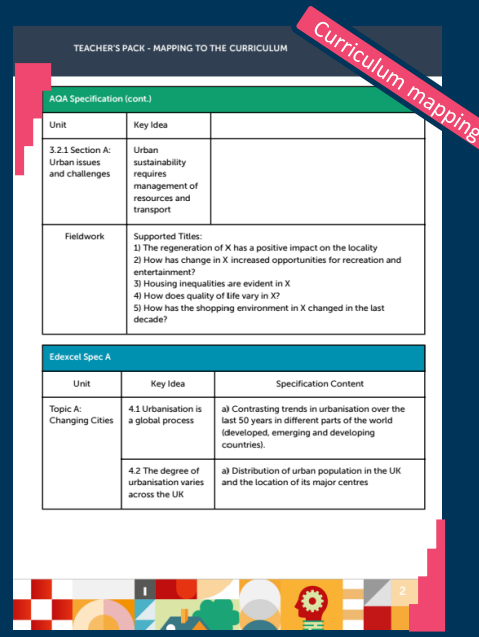
# My Environment My Future

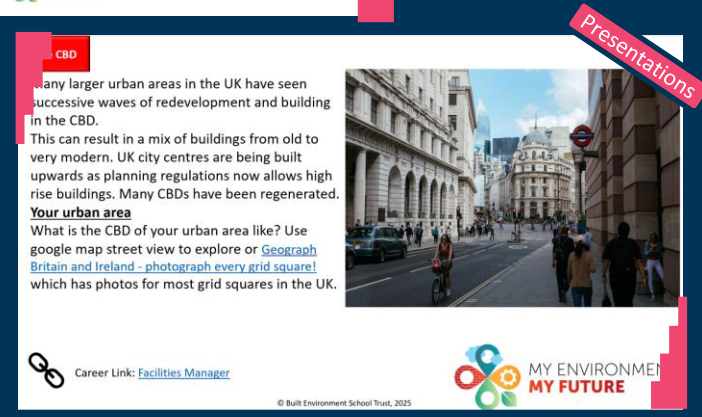
**Designed by Teachers -** meets all the major awarding body and national curriculum requirements
**Free, fully funded and editable**

**Links the Curriculum to Careers**. Building knowledge and careers resources into **educational materials** that deliver the core Geography curriculum at **KS2, KS3, GCSE and A-Level.**

**Fully Scalable Model.** Requires **no training for teachers to deliver**. All resources are accessible online, **supports Gatsby** Benchmarks.
Industry professionals and word of mouth are the most effective introduction




**WWW.MEMF.CAREERS**

Over 600 educators 500 schools >50,000 students in 2026

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# My Environment My Future




## School Competition

**Challenge to redesign a local building or space**
*- with consideration of the "Circular Economy"*

- **Empowers young people** to engage with their local built environment.
- **Develops employable skills** – problem solving, teamwork, creativity and confidence.
- **Inspires action, agency and ambition**.
- **Provides a focus for industry engagement** with the young people in schools – have them present their competition entries to you.





## Competition Winners

**The teachers and children from Brighouse High School explain the benefits of MEMF in this 4-minute video…**

Click here

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# How?

## Engaging with schools to introduce built environment careers is only really effectively done in person.

- The Built Environment Schools Trust model is totally free.
- Once a teacher sees MEMF they will generally sign up. Over 600 already have!
- A school may ask for support at a career event directly, via your employer, a professional body, your children's teacher, or maybe you are a school governor. Just say yes!
- If you don't have links to a school, write, email, call or find a teacher at parents evening.
- Explain that as well as your experience you have some free innovative new careers information and a competition opportunity to show them; **MEMF.**
- Target the head of Geography, Careers Lead or Head Teacher.
- Use your company name on all communications.
- Consider using the "carrot" of work experience, site visits, or even recruiting apprentices as a way of attracting attention. Some students will stand out as potentially a good fit!

# How?

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## Preparing to make your careers talk

1. Remember, this is your expert subject; you and your work environment. Telling people about yourself, your company and what you do.
2. Start with our template presentation; www.beschoolstrust.org/sector
   - Insert your company logo, your picture and your name
   - Watch the video on how to engage young people with the presentation
   - Look at the list of questions you can expect them to ask and decide whether to prompt them or just let the questions come
3. Understand from the video what to expect in a school visit; don't get caught out by safeguarding rules or offended when the bell rings and they just get up and leave!
4. Be yourself; authenticity really does work.
5. Allow an hour for prep and 2 hours for the visit.
6. Be sure to introduce **My Environment My Future** to the Geography and careers department. (www.memf.careers)
7. Offer to come back and review the competition entries in April, a month before the entry deadline, usually in May; it will take you a couple of hours and they'll will know you.

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# How?

**Engaging with students to introduce built environment careers is most effectively done in person.**

- Students respond to the authentic career stories of real people; your genuine experience wins over polish every time.
- You work in the sector and will know more about all aspects of it than anyone else in the room.
- Daunting as it may seem to speak with groups of young people, they are invariably shy to start with, polite and respectful of you and your time.
- Most people find talking to students is energising, rewarding and something they want to do again. It can really help sharpen your presentation skills; a safe space to practice.

# MEMF HAS REAL MEASUABLE IMPACT

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**After engaging with MEMF students were polled and:**

**72%** said their understanding of the built environment and its impact on society has increased.

**64%** reported a greater understanding of the range of careers within the built environment.

**82%** agreed that careers within the built environment are open to all whatever their skills area or backgrounds.

**69%** reported an increased interest in learning more about careers in the built environment.

**62%** now know where to find career information related to the sector.

**33%** are actively taking steps to pursue a career within the built environment.

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# OUR IMPACT

## Teacher Testimonials

"Really engaging, well presented and thorough resources suitable for GCSE aged students. The links to careers education were also extremely valuable and helped my school fulfil Gatsby benchmark requirements.
I hope they release more content!"

**AIDAN CONROY**
**Head of Geography, John Mason School**

"Discussing a variety of careers in the built environment and showing pupils how creative and exciting working in this sector can be. Our GCSE uptake for next year has increased from 46% to 59% with many pupils expressing how they equate geography as a subject with a tangible career path for their future."

**SUZANNE THORNE**
**Head of Geography, Dunottar School**

# OUR IMPACT

## Student Testimonials

*MEMF was not only great for getting creative, and working as a team, but also introduced us to a whole new set of potential career paths.*

Year 9 Student

*As a result of working through MEMF and the competition I am particularly interested in becoming a Surveyor.*

Year 9 Student

*The hands-on experience of MEMF involved planning and designing a building project. This has inspired me to look further into future career opportunities within the Built Environment.*

Year 9 Student

*I thoroughly enjoyed the experience of MEMF as a whole. The activities were fun and am grateful for the time that the surveyor from Gleeds gave us to provide her insight into her job.*

Year 12 Student

We strongly believe that every young person deserves the opportunity of considering a career in the Built Environment.



***Thank you -*** for helping us make our vision a reality and providing a career path for more young people.

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