AI IMPACT REPORT NO. 168 · REVISED 5 OCTOBER 2026 · 250 ROLES COVERED

Key Stage 2 Teachers

AI augmenting lesson planning, personalized learning, assessment, and administrative tasks.

EXPOSURE	WINDOW	ADOPTION TODAY	READING
41	4–9 yrs	Medium	Augmented more than replaced.
Moderate exposure	until change lands		Exposure is the share of today's work AI can plausibly take on within the window.

§ 01 WHAT IS HAPPENING

What is happening to key stage 2 teachers

Impact

AI tools are used to help Key Stage 2 teachers create diverse instructional materials, differentiate learning for a wider range of abilities, provide initial feedback on assignments, automate some grading, analyze student performance data, and streamline administrative duties. Students may begin to use AI tools for research and learning under guidance.

Risk

Workflow augmentation for instruction and admin; focus on critical thinking, deeper learning, and guiding AI use.

The role of a Key Stage 2 Teacher will be significantly augmented by AI. AI can assist with content creation, differentiation, assessment, and administrative tasks, allowing teachers to focus more on facilitating deeper conceptual understanding, fostering critical thinking and digital literacy, mentoring students, managing complex classroom dynamics, and guiding students in the responsible and effective use of AI tools.

Sector readiness

Progressive Integration, Varies by School Resources

AI tools for personalized learning, content creation, and assessment are being adopted. Student use of AI for research or writing (with guidance) is emerging. Adoption depends on school resources, teacher training, and established ethical guidelines.

§ 02 POSITION

Where you stand

i The Key Stage 2 Teacher role will be significantly augmented by AI, particularly in lesson preparation, differentiation, and administrative tasks.

ii AI provides tools to personalize learning, offer varied resources, and provide initial feedback, allowing teachers to focus on deeper engagement.

iii The teacher's role as a facilitator of critical thinking, a guide for responsible AI use, a mentor, and a cultivator of socio-emotional skills becomes even more critical. Human connection and expert pedagogy remain irreplaceable in the KS2 classroom.

§ 03 ACTIONS 15 POINTS

What this means for you

Concrete changes to how the work gets done, in the order you are likely to meet them.

01 **AI-Assisted Differentiated Instruction.** Use AI tools to generate varied learning materials, activities, and assessments tailored to different learning paces and abilities within your KS2 classroom.

02 **Personalized Learning Platforms & Adaptive Practice.** Leverage AI-powered platforms that provide students with individualized practice in subjects like math and literacy, adjusting difficulty based on their performance.

03 **Automated Grading & Feedback for Certain Assignments.** Employ AI tools to grade multiple-choice tests, quizzes, and provide initial feedback on student writing or coding assignments (with human review).

04 **Generating Ideas & Resources for Project-Based Learning.** Utilize AI to brainstorm project ideas, find relevant research materials, or create templates for project work suitable for KS2 students.

05 **Teaching AI Literacy & Responsible AI Use.** Educating students on how AI tools work, their potential biases, ethical considerations, and how to use them as effective and responsible research or creative aids.

06 **Guiding Student Research with AI Tools.** Teaching students how to formulate effective queries for AI search tools, critically evaluate AI-generated information, and cite sources appropriately.

07 **Data Analysis for Tracking Student Progress & Identifying Needs.** AI can help analyze assessment data to identify learning gaps, track individual student progress over time, and inform targeted interventions.

08 **Streamlining Administrative Tasks.** Use AI for drafting parent communications, generating report card comments (initial drafts), managing classroom resources, or scheduling.

09 **Creating Engaging & Interactive Content.** AI tools can help create interactive quizzes, simple educational games, or multimedia presentations to enhance lessons.

10 **Facilitating Collaborative Projects (AI-assisted).** AI tools might assist in organizing group work, facilitating communication, or helping students collaborate on digital projects.

11 **Supporting Students with Special Educational Needs (SEN).** Using AI-powered assistive technologies or adaptive learning tools to provide tailored support for students with SEN.

12 **Developing Critical Thinking about AI-Generated Content.** Leading discussions on the reliability, bias, and implications of information generated by AI tools like ChatGPT.

13 **Curriculum Development & Enrichment.** Using AI to find supplementary materials, current events, or diverse perspectives to enrich the existing curriculum.

14 **Preparing Students for a Future with AI.** Integrating discussions and activities that help students understand how AI will impact future careers and society.

15 **Professional Development in AI & EdTech.** Continuously learning about new AI tools and pedagogical strategies for effectively integrating them into KS2 teaching.

§ 04 CAUSES 10 DRIVERS

What is pushing this change

01 **Demand for Differentiated & Personalized Learning.** AI can help teachers create varied resources and learning paths to cater to the diverse range of abilities and learning styles in a KS2 classroom.

02 **Need to Equip Students with 21st-Century Skills (AI Literacy, Critical Thinking).** Educators recognize the imperative to prepare students to navigate and utilize AI responsibly and critically in their future lives and careers.

03 **Availability of More Sophisticated AI Educational Tools.** AI tools for adaptive learning, content generation, automated feedback, and student analytics are becoming more advanced and accessible.

04 **Pressure to Improve Learning Outcomes & Address Learning Gaps.** AI can provide targeted practice and identify areas where students need extra support, potentially helping to close achievement gaps.

05 **Teacher Workload & Need for Administrative Efficiency.** AI can automate tasks like initial grading, drafting communications, and finding resources, allowing teachers more time for direct instruction and student interaction.

06 **Growth of Data-Driven Instruction & Assessment.** AI can analyze student performance data to provide teachers with actionable insights for tailoring instruction and interventions.

07 **Increased Student Access to (and Use of) Generative AI Tools.** Students are independently using tools like ChatGPT, requiring teachers to guide them on ethical and effective use for learning.

08 **Focus on Developing Independent Learning & Research Skills.** AI tools can assist students in research and information gathering, but teachers need to guide them in critical evaluation.

09 **Integration of AI into Curriculum Standards & EdTech Policies (Emerging).** Educational authorities and schools are beginning to develop policies and frameworks for integrating AI into teaching and learning.

10 **Online & Blended Learning Models Utilizing AI.** AI is a natural fit for digital learning environments, providing tools for personalized content delivery, interactive exercises, and online assessment.

§ 05 VARIATION 5 SECTORS

Impact by sector

The headline figure is an average. Where you work changes the picture.

Literacy & English Teachers (KS2)	AI for generating writing prompts, providing initial grammar/spelling feedback on drafts, creating differentiated reading comprehension exercises, and finding age-appropriate texts. Focus on teaching critical reading and creative writing.
Numeracy & Mathematics Teachers (KS2)	AI-powered adaptive platforms for personalized math practice, generating varied problem sets, and providing step-by-step explanations. Focus on conceptual understanding and problem-solving strategies.
Science Teachers (KS2)	AI for finding resources for experiments, creating interactive simulations (virtual labs), and generating quizzes on scientific concepts. Focus on inquiry-based learning and scientific method.
Humanities (History, Geography) Teachers (KS2)	AI as a research tool for students (guided), generating timelines or summaries of historical events (to be verified), and creating interactive maps or virtual tours. Focus on source evaluation and historical thinking.
Teachers Focusing on Digital Literacy & Computing (KS2)	Directly teaching about AI, coding concepts (potentially with AI coding assistants for older KS2), online safety, and responsible use of digital tools.

§ 06 PREPARATION 8 SKILLS

Skills to build

The skills that keep the human part of this work valuable as the routine part is automated.

01 **Strong Pedagogical Skills & Subject Matter Expertise.** Deep understanding of how children in KS2 learn best in specific subjects, and ability to explain concepts clearly and engagingly.

02 **Facilitation of Critical Thinking & Problem-Solving.** Guiding students to analyze information critically (especially AI-generated content), ask probing questions, and solve complex problems.

03 **AI Literacy & Ability to Guide Responsible AI Use by Students.** Understanding basic AI concepts, being able to evaluate AI educational tools, and teaching students to use AI ethically and effectively.

04 **Differentiated Instruction & Classroom Management.** Ability to cater to diverse learning needs within the classroom and manage student behavior and engagement effectively, using AI as a support tool.

05 **Mentorship & Fostering Socio-Emotional Development.** Supporting students' personal, social, and emotional growth, building positive relationships, and providing guidance.

06 **Data Analysis for Informing Instruction.** Interpreting student performance data (some AI-analyzed) to identify learning trends, individual needs, and adjust teaching strategies accordingly.

07 **Curriculum Design & Adaptation for the AI Age.** Ability to design and adapt lesson plans and curriculum to incorporate AI literacy and prepare students for a future with AI.

08 **Communication with Students, Parents & Colleagues.** Clearly communicating learning objectives, student progress, and issues related to AI use with all relevant stakeholders.

§ 07 INSTRUMENTS 11 ENTRIES

Tools in use

KINDS OF TOOL WORTH KNOWING

01 **AI-Powered Content & Lesson Plan Generators for Teachers.** Platforms that use AI to help teachers create lesson plans, worksheets, quizzes, and find educational resources.

02 **Adaptive Learning Platforms (Math, Literacy).** Software that provides individualized practice, adjusting difficulty based on student performance (e.g., in math, reading).

03 **Generative AI for Students (Guided Use for Research/Drafting).** Tools like ChatGPT that students (under strict guidance) might use for initial research or brainstorming, requiring critical evaluation.

04 **AI-Assisted Grading & Feedback Tools.** Software that can help grade multiple-choice tests or provide initial automated feedback on student writing or coding.

05 **Interactive Presentation & Quiz Tools with AI.** Tools that use AI to make presentations more engaging or to generate interactive quiz questions.

06 **AI for Creating Differentiated Educational Materials.** AI tools that can help teachers quickly create different versions of texts or activities to suit various learning levels.

NAMED TOOLS ALREADY IN USE

MagicSchool AI / Canva (Magic Write & Design) / Curipod
AI platforms designed to assist teachers in rapidly creating diverse educational materials, lesson plans, and assessments.

Khan Academy (with Khanmigo) / IXL / Sumdog / Reading Eggs
Widely used educational platforms, some with AI-driven adaptive learning paths and personalized practice for students.

ChatGPT / Google Gemini (for teacher prep & guided student use with caveats)
Generative AI models that teachers use for planning and students (with strict ethical guidance and focus on critical evaluation) might use for initial research.

Gradescope / WriQ (from Texthelp, for writing feedback)
Tools that can help automate parts of the grading process or provide AI-generated feedback on student assignments.

Mentimeter (AI presentation builder) / Quizizz (AI question generator)
Platforms for creating interactive presentations and quizzes, with AI features to assist in content generation and engagement.

§ 08 EXAMPLES 5 EXAMPLES

In practice

Ways people in this role are already using AI, and what they get from it.

Generate Differentiated Reading Comprehension Questions with AI

EXAMPLE 1

HOW Input a reading passage into an AI tool and ask it to generate questions at different levels of complexity to cater to all readers in your class.

GAIN Saves significant time in creating differentiated materials, allowing you to better meet individual student learning needs in literacy.

Use AI to Create Varied Math Problem Sets for Different Abilities

EXAMPLE 2

HOW Use an AI platform to create math worksheets with problems that automatically adjust in difficulty based on student performance or pre-set ability groups.

GAIN Provides targeted math practice for all students, helping to reinforce concepts and address learning gaps more effectively.

Draft Initial Report Card Comments or Parent Updates with AI

EXAMPLE 3

HOW: Provide an AI writing assistant with key observations about a student's progress to generate a first draft of report card comments, which you then personalize and refine.

GAIN: Reduces the administrative burden of report writing, ensuring consistent starting points for comments, and freeing up time for more personalized teacher input.

Employ AI Tools for Brainstorming Project-Based Learning Ideas

EXAMPLE 4

HOW: Use an AI tool to brainstorm interdisciplinary project ideas related to a curriculum topic, including potential research questions and activities.

GAIN: Offers fresh inspiration for engaging, inquiry-based projects that can deepen student understanding and develop diverse skills.

Guide Students in Using AI for Research (with Critical Evaluation)

EXAMPLE 5

HOW: Teach students how to use an AI search tool or chatbot for initial information gathering, then lead activities on how to verify facts, identify bias, and synthesize information from multiple sources.

GAIN: Develops crucial digital literacy and critical thinking skills, preparing students to be discerning consumers and users of AI-generated information.

§ 09 CONTEXT

How this role compares

Three neighbouring roles chosen to show the direction of travel.

School Administrative Staff (Routine data entry, basic report generation)

MORE EXPOSED

AI IMPACT: High (AI can automate student attendance tracking, generating standard report card comments, basic parent communications, and data input into school management systems)

WORK MOVES TO: Role likely to see significant task automation, shifting towards managing AI systems, complex scheduling, or higher-level school operations support.

AI in EdTech Developers / Instructional Designers specializing in AI

DIFFERENT SKILLS, GROWING

AI IMPACT: Foundational (They create and refine the AI-powered educational tools, adaptive learning platforms, and teacher support systems)

WORK MOVES TO: Deep expertise in AI/ML, software development, learning science, user experience design for educational contexts, and curriculum development.

School Psychologists / SEN Coordinators (Special Educational Needs)
COMPLEMENTARY, LESS EXPOSED

AI IMPACT Moderate Augmentation (AI for analyzing assessment data, finding resources for SEN, adaptive learning tools), but core diagnostic skills, individualized support planning, and empathetic student/family interaction remain intensely human-led.

WORK MOVES TO Specialized expertise in learning differences, child psychology, developing Individualized Education Programs (IEPs), and providing direct therapeutic or strategic support.

§ 10 VERDICT

Closing judgement

> For Key Stage 2 Teachers, AI is an evolving toolkit that can enhance personalized learning, streamline preparation, and support innovative teaching. The teacher's indispensable role will be to artfully integrate these tools while focusing on fostering deep conceptual understanding, critical thinking, digital citizenship, and the socio-emotional skills students need to thrive.

§ 11 BASIS REVISED 5 OCTOBER 2026

Evidence and revisions

What the exposure figure rests on, what changed when it was last revised, and the published work cited for this role.

SCORE

40 to 41

WINDOW

4-9 years (unchanged)

The 5 October 2026 review moved the score up by 1 points.

Exposure Index v2. Inputs: task applicability 38/100 (Microsoft AI applicability score 0.19 for Elementary school teachers, except special education); observed usage 14/100 (Anthropic observed exposure 0.10); official exposure tier 70/100 (BLS: high); labour-market trajectory 51/100 (BLS projects employment to fall 0.4% over 2025–35); published adoption rating 40/100 (medium adoption). Weighted base 41.1. Final score 41. The previous figure of 40 was raised by 1 point, a small change that comes from moving off scores rounded to the nearest five. The change window is unchanged.

HOW THE FIGURE IS BUILT (EXPOSURE INDEX V2)

Task applicability — Microsoft Research, AI applicability score	38 × 35%	13.2
Observed usage — Anthropic Economic Index, observed exposure	14 × 20%	2.7
Official exposure tier — US BLS AI-exposure category	70 × 20%	14.0
Labour-market trajectory — US BLS projected employment change 2025–35	51 × 10%	5.1
Published adoption rating — This report's adoption level	40 × 15%	6.0
Weighted base		41.1
Exposure score		41

MEASURES BEHIND THE SCORE

US Bureau of Labor Statistics · *Employment Projections 2025–35 and AI Exposure Categories* (27 August 2026)

AI-exposure tier: High. Projected employment change 2025–35: -0.4%. Matched to Elementary school teachers, except special education.

PUBLISHER PDF ARCHIVED COPY

Microsoft Research · *Working with AI: Measuring the Applicability of Generative AI to Occupations* (10 July 2025)

AI applicability score 0.19 (percentile 66 of 785 occupations) for SOC 25-2021.

PUBLISHER PDF ARCHIVED COPY

Anthropic · *Anthropic Economic Index report: Cadences* (26 June 2026)

Observed exposure 0.10 for SOC 25-2021 (percentile 77 of 756 occupations).

PUBLISHER PDF

UK Department for Science, Innovation and Technology · *Assessment of AI capabilities and the impact on the UK labour market* (28 January 2026)

UK context: around 70% of UK workers are in occupations with tasks AI could perform or enhance, above the US average; a one-standard-deviation rise in exposure was associated with a 3.9% fall in UK job postings.

PUBLISHER ARCHIVED COPY

ALSO CITED FOR THIS ROLE

International Monetary Fund · *Bridging Skill Gaps for the Future: New Jobs Creation in the AI Age* (14 January 2026)

Teaching is treated as high-complementarity work: AI changes preparation and assessment tasks while the in-person role persists.

PUBLISHER PDF

OECD · *OECD Employment Outlook 2026* (7 July 2026)

OECD evidence points to transformation rather than displacement in education, with teacher shortages persisting across member countries.

PUBLISHER PDF ARCHIVED COPY

Archived copies are served only where the licence permits; otherwise the link goes to the publisher. Full research library: https://www.careerguard.ai/sources

§ 12 APPENDIX

Method and sources

Each report was written from a large body of published research. The exposure score itself is computed, not written: it is the CareerGuard Exposure Index, a weighted average of occupation-level measures from the US Bureau of Labor Statistics (AI-exposure classification and 2025–35 projections), Microsoft Research (AI applicability scores) and Anthropic (observed exposure), together with the adoption rating published on the report. The organisations and publications below are the standing literature behind the narrative sections. Every source, with dates, licences and archived copies where we are permitted to hold them, is catalogued in the research library.

Exposure Index v2 (October 2026). Each input is scaled to 0–100 and weighted: task applicability 35% (Microsoft AI applicability score ÷ 0.5), observed usage 20% (Anthropic observed exposure ÷ 0.75), official exposure tier 20% (BLS very high = 100, high = 70, moderate = 40, low = 10), labour-market trajectory 10% (50 2.5 × projected % employment change), published adoption rating 15% (very high = 85, high = 70, medium-high = 55, medium = 40, low-medium = 25, low = 10). Inputs not measured for an occupation are dropped and the remaining weights renormalised. An editorial adjustment of at most ±12 points is allowed only for automation channels the measures cannot see (robotics, self-service, machine vision, medical imaging, RPA/OCR, generative video) and is always logged with its reason. Scores are whole numbers, not rounded to five. The change window shifts one notch (a year at each end) per ten points of movement.

I GLOBAL AND MACROECONOMIC IMPACT OF AI ON WORK

World Economic Forum

The Future of Jobs Report series — Employer survey of expected job growth and decline, skill shifts and technology adoption (2020, 2023 and 2025 editions); Artificial Intelligence and the Future of Entry-Level Work (2026).
AI governance and transformation reports — Frameworks on ethical AI, talent strategy and industry transformation.

McKinsey Global Institute

AI, Automation and the Future of Work series — Research quantifying automation potential by task, sector and demographic, from "Jobs Lost, Jobs Gained" to "Agents, robots, and us" (2025).
Industry-specific reports — Financial services, healthcare, manufacturing and others.

PwC

Global AI Jobs Barometer — Annual analysis of job postings and productivity by AI exposure (2024–2026 editions).
Upskilling Hopes and Fears survey — Employee perceptions and readiness.

Microsoft Research and Anthropic

Working with AI (2025); Anthropic Economic Index (2025–2026) — Occupation-level usage data from Copilot and Claude conversations, the two observed-usage measures behind the 2026 revision.

Stanford Digital Economy Lab and Stanford HAI

Canaries in the Coal Mine? (2025–2026); AI Index Report (annual) — Payroll evidence on early-career employment in exposed occupations; annual measurement of AI capability, investment and adoption.

Deloitte

Human Capital Trends series — Workforce, talent and HR technology trends.
Tech Trends series — Emerging technologies and their business implications.

Accenture

Technology Vision series — Forward-looking analysis of emerging technology, with emphasis on AI.
Fjord Trends — Design, innovation and human experience in a digital world.

Boston Consulting Group
AI/ML insights and industry solutions — "The AI Revolution in the Workplace" and related research.

EY
AI and workforce reports — Adoption, talent strategy and ethics.

IBM Institute for Business Value
AI and automation studies — Business models, workforce evolution and leadership.

OECD
AI Policy Observatory — International data and policy on AI, labour markets and skills.
Employment Outlook — Labour-market trends including technological impact (2023–2026 editions).

International Labour Organization
Generative AI and Jobs: A Refined Global Index of Occupational Exposure (2025) — Task-level exposure gradients for every ISCO occupation; successor to the 2023 global index.

International Monetary Fund
Staff Discussion Notes on AI and work (2024, 2026) — Complementarity framing: where AI augments and where it substitutes.

UK Department for Science, Innovation and Technology
Assessment of AI capabilities and the impact on the UK labour market (2026) — UK occupational exposure and job-posting evidence.

Brookings Institution
AI and automation research — Economic and social implications, displacement and skills.

Yale Budget Lab and Goldman Sachs Research
Tracking the Impact of AI on the Labor Market; AI and the US labour market (2026) — Aggregate labour-market monitoring; macro displacement estimates.

Oxford University (Oxford Martin School)
The Future of Employment — Frey & Osborne and subsequent research on susceptibility to automation.

MIT Technology Review
AI & Work — Reporting on AI research and its implications for industries and jobs.

Gartner
Hype Cycle for Artificial Intelligence — Maturity and adoption of AI technologies.
Future of Work reports — Workplace models and talent strategy.

U.S. Bureau of Labor Statistics
Employment Projections 2025–35; AI Exposure Categories; Occupational Outlook Handbook — Ten-year employment projections and, from the 2025 cycle, an AI-exposure tier for every detailed occupation.

Indeed Hiring Lab
AI at Work Report (2025) and posting-market updates — Skill-level transformation estimates and job-posting trends by occupation.

II CORE AI AND MACHINE-LEARNING RESEARCH

OpenAI
Research papers, blog and API documentation — Large language models, generative AI, safety and societal impact.

Google DeepMind
Research papers and blog — Reinforcement learning, AI for science, AGI and ethics.

Meta AI
Research papers and blog — Large language models, computer vision, AI for social good.

Hugging Face
Transformers library and model hub — Open-source state-of-the-art NLP models.

TensorFlow and PyTorch
Documentation and community forums — Core frameworks illustrating practical capability.

arXiv
cs.AI, cs.LG, cs.CV, cs.CL — Pre-print research.

NeurIPS and ICML
Conference proceedings — Top-tier academic research.

ACM and IEEE
Journals and proceedings — ACM Computing Surveys; IEEE Transactions on AI.

Kaggle
Datasets and competition solutions — Applied machine learning on real-world problems.

The Alan Turing Institute
Research and reports — Responsible and applied AI.

III ETHICAL AND RESPONSIBLE AI DEPLOYMENT

NIST
AI Risk Management Framework — Voluntary framework for managing AI risk.

European Commission
AI Act — Risk-tiered legal framework for AI.
Ethics Guidelines for Trustworthy AI — Principles for responsible development.

Partnership on AI
Research and best practice — Responsible AI development.

AI Now Institute
Annual reports — Social implications: power, inequality, rights.

ACM FAccT
Proceedings — Fairness, accountability and transparency.

Data & Society
Publications — Social implications of data-centric technology.

WIPO
Conversation on IP and AI — Intellectual-property implications of AI.

IEEE Global Initiative on Ethics of A/IS
Ethically Aligned Design — Recommendations for ethical AI design.

Center for AI and Digital Policy
Policy briefs — Accountable AI policy.