

# National priorities – local impact

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Lancashire Careers Hub Annual Conference

**Nicola Hall**  
*Director of Education*

# Our mission

THE CAREERS &  
ENTERPRISE  
COMPANY

To help every young  
person find their  
best next step.

## Four Strategic Levers for Careers & Skills

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FE & Skills  
White Paper

Curriculum and  
Assessment Review

Ofsted  
Toolkit

Schools White Paper

*Shaping education strategy → practice → impact*

# The Strategic Foundation

Four policy papers. One connected narrative. Significant leverage for careers and skills.



## FE & Skills White Paper

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Post-16 reform, T Levels,  
employer-led curriculum,  
skills ecosystems

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Skills and employer-facing  
education are no longer  
peripheral — they are the  
central purpose of post-16  
provision.



## Curriculum & Assessment Review

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Broader attainment, work-  
related learning, whole-  
person development

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The curriculum is expected to  
develop whole-person  
capability, explicitly including  
work-related learning and  
understanding of career  
pathways.



## Revised Ofsted Framework

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Quality of education,  
personal development,  
destinations data

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Personal development —  
including careers guidance is  
a graded judgement. Schools  
can no longer treat it as a  
compliance exercise.



## Schools White Paper

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Academisation, multi-  
academy trusts, leadership  
& governance reform

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a “broad, ambitious  
curriculum” that prepares  
pupils for the next stage  
of education, training,  
employment

# The Four Conditions for Sustained Impact



## Senior Leadership Commitment

A named SLT champion with protected time, careers embedded in the school development plan, and a board-level conversation about destinations.



## Curriculum Integration

Careers is woven into subjects — not a one-off assembly. Work-related contexts are used across the timetable in line with the Curriculum Review mandate.



## Employer & Community Partnerships

A living, managed employer network — not a contact list. Enterprise Advisers are strategically deployed to open doors and build long-term relationships.



## Data, Evidence & Accountability

Compass+ is completed and used — not just submitted. Destination data is reviewed with SLT and used to evaluate programme quality.

# Defining Impact at Institutional Level

## Student Outcomes

- › Positive destinations at 16, 18 and 19+
- › Reduction in NEET rates (tracked over time)
- › Progression into vocational, technical and academic routes aligned with student aspirations

## External Evaluation

- › Ofsted Personal Development grade improved or maintained
- › Provider Access Legislation compliance (BM7)
- › PSHE/RSE programme integrating career development

## Curriculum Quality

- › Careers embedded across subjects (evidenced in curriculum plans)
- › Work-related learning in schemes of work
- › Student voice data on career readiness and confidence

## Stakeholder Engagement

- › Number and quality of employer encounters and work experience access (Benchmark 5&6)
- › Enterprise Adviser deployment and strategic impact
- › Governing body / MAT board career reporting

# The challenge

- 9.5% NEETs in 2021, increased to 13.5% in 2026
- Equates to 1,012,000 aged 16-24 who are NEET
- This proportion was up by 1.0 percentage point from January to March 2025 and by 0.7 percentage points from October to December 2025

People aged 16 to 24 years who are NEET, as a percentage of all people aged 16 to 24 years, by age, seasonally adjusted, UK, January to March 2019 to January to March 2026



Source: [Office of National Statistics](#) June 2026

Independent report

## Young people and work: interim report

Updated 8 June 2026

[The Milburn Review](#) June 2026

# Statutory Guidance update

- Statutory Guidance updated 23<sup>rd</sup> June 2026
- Strategic shifts as opposed to “technical updates”:
  - (i) Careers guidance positioned as a core school improvement strategy
  - (ii) Stronger focus on transitions, NEET prevention and destination outcomes
  - (iii) Work experience becomes a central delivery priority
  - (iv) Personalisation, inclusion and equity as explicit system expectations
  - (v) Careers provision is becoming increasingly data-driven and accountable



# 3 Strategic priorities

## 1) Continuous improvement

- Gatsby Benchmarks
- [Careers Impact System](#) (ILRs and Peer-to-peer Reviews)
- [Careers Leader Training](#)
- [CEC Academy](#) (digital CPD) - including Teacher modules

## 2) Transitions, Progression, Destinations

- Prevention of NEET
- [Future Skills Questionnaire](#)
- [OnTrack+](#) and agile contextual guidance
- Provider Access Legislation (ALL learners, ALL pathways)

## 3) Reforming work experience

- [Modern work experience](#)
- [equalex](#)
- Alternative Provision support - Aspiring Pathways
- [Let's Make It Work](#), Podcast, Careers Hub support

# Careers Impact System: Engagement Headlines



**2500+**

Education settings undertaken an internal leadership review



**900+**

Education settings participated in a peer-to-peer review



**100+**

Institutions supported 3 x National System Reviews



**16**

Trusts engaged in a trust-to-trust reviews



**270**

Trained facilitators



**+1.5 BMs**

GBM achievement up from 5 BMs → 6.5 BMs in pilot (average increase of 1.5 BMs)



**17**

Moderation visits to peer-to-peer reviews over time



**95%**

said ILR strengthened links between careers and school/college improvement

# The Careers Impact System in practice

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Careers Impact internal leadership reviews are available for Schools & specialist settings, Further Education, ITPs, Trusts and Primary (coming soon)

**Careers Impact internal leadership reviews**

**Careers Impact Quality Reviews**

**Standardised and quality-assured Careers Impact peer-to-peer and trust-to-trust reviews**

Clear leaders vision for impact of provision

Clearly defined learning outcomes to support learners as leavers

Effective use of data within impact evaluation

Strategic approach to careers planning

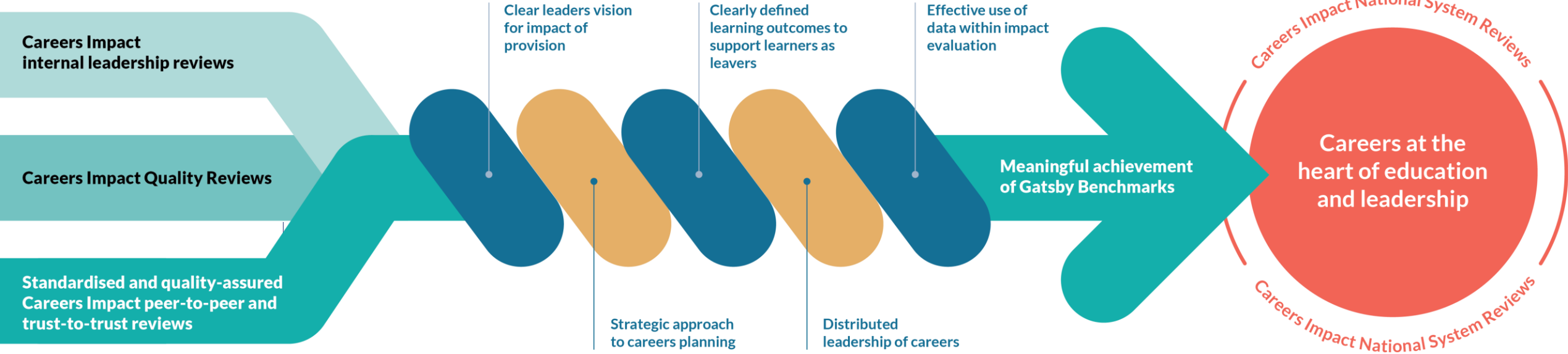
Distributed leadership of careers

Meaningful achievement of Gatsby Benchmarks

Careers at the heart of education and leadership

Careers Impact National System Reviews

Careers Impact National System Reviews



# Key support available

## Tools

### *Future Skills Questionnaire*

[Home](#)

#### Future Skills Questionnaire

The Future Skills Questionnaire (FSQ) is a tool to measure learners' career-readiness. FSQ covers key aspects of knowledge, skills and attitudes that are important for successful transitions. To access FSQ, eligible education settings must connect a compatible Management Information System (MIS) to Compass+.



[Future Skills Questionnaire | CEC Resource Directory](#)

### *OnTrack+*

[Home](#)

#### OnTrack+ Practice Guide

OnTrack+ provides early insight within Compass+ to help schools and specialist settings recognise learners who may benefit from additional support.

This guidance outlines how to embed an evidence-informed process for early identification and intervention, ensuring learners receive the right support at the right time while maintaining robust, responsible data practice.



[OnTrack+ Practice Guide | CEC Resource Directory](#)

# Work experience 2026

## The challenge

Too many young people don't think we are preparing them for work.

The problem isn't aspiration. It's connection.

We have vacancies. We have young people. The bridge between them is broken.

If employers are asking for experience, we have a responsibility to provide it.

## The opportunity

Work experience isn't an add-on. It's the curriculum meeting the real world.

You cannot become work-ready by only studying work.

Every young person deserves more than a destination. They deserve preparation.

The most powerful careers guidance often happens when a young person stops hearing about work and starts experiencing it.

Work experience turns aspiration into action.

# Reforming work experience

Every young person has the opportunity  
to access two weeks' worth of work  
experience

Moving from a direction of travel to an expectation of  
implementing reform

# Implementing a work experience guarantee

The government's intention for high quality work experience is that it is in-person and immersive, where pupils undertake real tasks and benefit from two-way employer to pupil interaction. Experiences should:

- be aspirational and inspirational
- give pupils access to a wide range of career opportunities, aligned to their interests and local skills needs
- open opportunities beyond the horizons of their immediate friends and family

**The delivery of 2 weeks' worth of work experience should be based on the following set of principles, building on the benchmark 6 definition of meaningful.**

Two weeks' worth of work experience should be broken down into:

- one weeks' worth of work experience activities in years 7 to 9
- one weeks' worth of work experience placement(s) in years 10 to 11

The 2 weeks' worth of work experience should be additional to any volunteering or part-time paid employment a pupil undertakes.

# What great work experience looks like

## Traditional Thinking

One placement

Same model for all

Attendance variable

Employer availability

Placement completed



## Modern Thinking

Multiple experiences

Different models for different learners

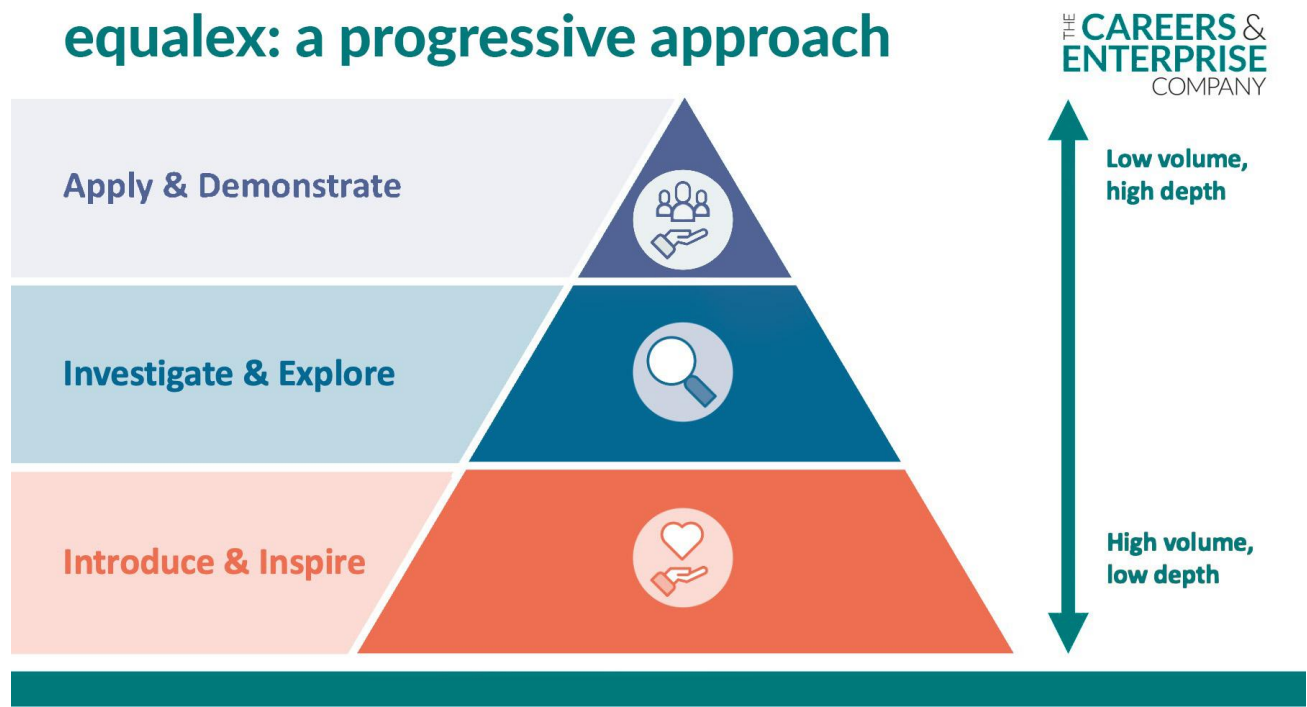
Learning outcomes & progression

Employer flexibility & innovation

Skills and confidence developed



# Structured learning outcomes to help you plan with intent



# Examples Hospitality sector

## Example 1: Cornwall Collective, Cornwall & Isles of Scilly

### Challenges:

- Rural locations
- Poor transport

### Solutions:

- Hospitality collective

Careers Magazine - Edition 5 Hospitality,  
Food and Farming | PDF to Flipbook



## Example 2: Stokes Coffee, Greater Lincolnshire

**Challenges:**  
Need to boost hospitality pipeline

**Solutions:**  
Real world training academy  
Giving yp route to part time work  
Linked to curriculum with  
geography, history, science



We talk a lot about meaningful encounters with employers and the workplace and this was exactly that.

Today we shipped a group of [Outwood Academy Brumby](#) students to [Stokes Coffee & Tea](#) Barista Training Academy in Lincoln to get a hands-on experience in coffee prep, customer service, and the standards expected in a professional hospitality setting.

A great opportunity for them to build confidence, develop new skills, and experience a real working environment. And just as importantly, they loved every minute.

A big thank you to [Sophie Bullivant](#) from the [Greater Lincolnshire Careers Hub](#) and [Mike Palliser](#) at Stokes for making the day possible. These kinds of partnerships are so valuable in helping to bring careers education to life.

Another great example of how practical experiences can support students in developing employability skills and raising aspirations... and for future reference... mine's a macchiato



**Assistant Principal – Outwood Grange Academies Trust**

## Example 3:

### Get Fed – Entrepreneurship & work experience for AP learners

#### Challenges:

- Progressive work placements for AP Learners

#### Solutions:

- Earn and learn entrepreneurship experience gives agency and responsibility
- Coffee van experience starts in school, serving staff, visitors, community
- Learners progress to paid experiences
- at events – taking 50% of the profits for
- their shifts

Oxfordshire

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Get Fed energises young people at risk of exclusion and/or exploitation with barista and business skills on our custom coffee van. We start out in schools training young entrepreneurs when the classroom is not working. When our Bari-stars have practiced their skills in school, we look to provide them with the next level of challenge in their communities – paid and at real events and that is where organisations like Enterprise Oxfordshire can really help us network and find great gigs for our future talent.



# Inspiration

## How Modern Work Experience Changed My Future as a Young Person with SEND

*Adapted from a speech delivered by Catherine, Practitioner at Reach for Health Centre (a Rehabilitation Centre including a Gym) and former student of Creating Tomorrow College*

25 Jun 2026



[How Modern Work Experience Changed My Future as a Young Person with SEND | CEC Corporate Web](#)

**#LetsMakeItWork #equalex  
#workexperienceguarantee #modernworkexperience**

The term '**must**' is used when the person in question is legally required to do something.

The term '**should**' is used when the advice should be followed unless there is good reason not to.

Apply the guidance, not just the letter of it: cohorts, circumstances and communities differ, and **professional judgement** is what turns national expectations into locally meaningful action.

Terminology  
Interpretation  
Professional  
judgement  
Specialist expertise

# Take action

1. Talk to your local Careers Hub
2. Map your current provision – where are there already opportunities in your curriculum for pupils to access workplaces and connect learning?
3. Start with the pupils in your cohort you are missing out – put them front and centre of the future

Thank you!