

# NATIONAL CAREERS LEADERS' CONFERENCE **2025**

**Wednesday 18 June**  
Royal National Hotel, London

**#NCLC25**

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### Exhibitors 2025



### Brand Awareness

**The  
Careers  
People.**



# Welcome to NCLC 2025

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Evolving careers programmes to meet  
new policy requirements and maximise  
outcomes for young people.



**Dr Hannah Blake**  
Senior Researcher  
International Centre for  
Guidance Studies (iCeGS)  
University of Derby



There are no fire alarms planned today so if the alarm sounds please leave.

The Wi-Fi details are in your packs.

All main sessions will be in here and workshops will be in here and the three rooms round to the left.

Refreshments and lunch will be serviced in the exhibition hall to the right.

We have a photographer here today so please do let us know if you prefer not to have your photograph taken.

Please use the hashtag **#NCLC25** to share your thoughts online.





We work as a community to improve the quality of careers education, information, advice and guidance.

We welcome you here to learn from each other, share your experiences and challenges, and collaborate on innovative solutions.

This is a space for you to engage with the conversations throughout the day, meet new colleagues and leave with new insights and inspiration.



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# Policy changes for schools and colleges

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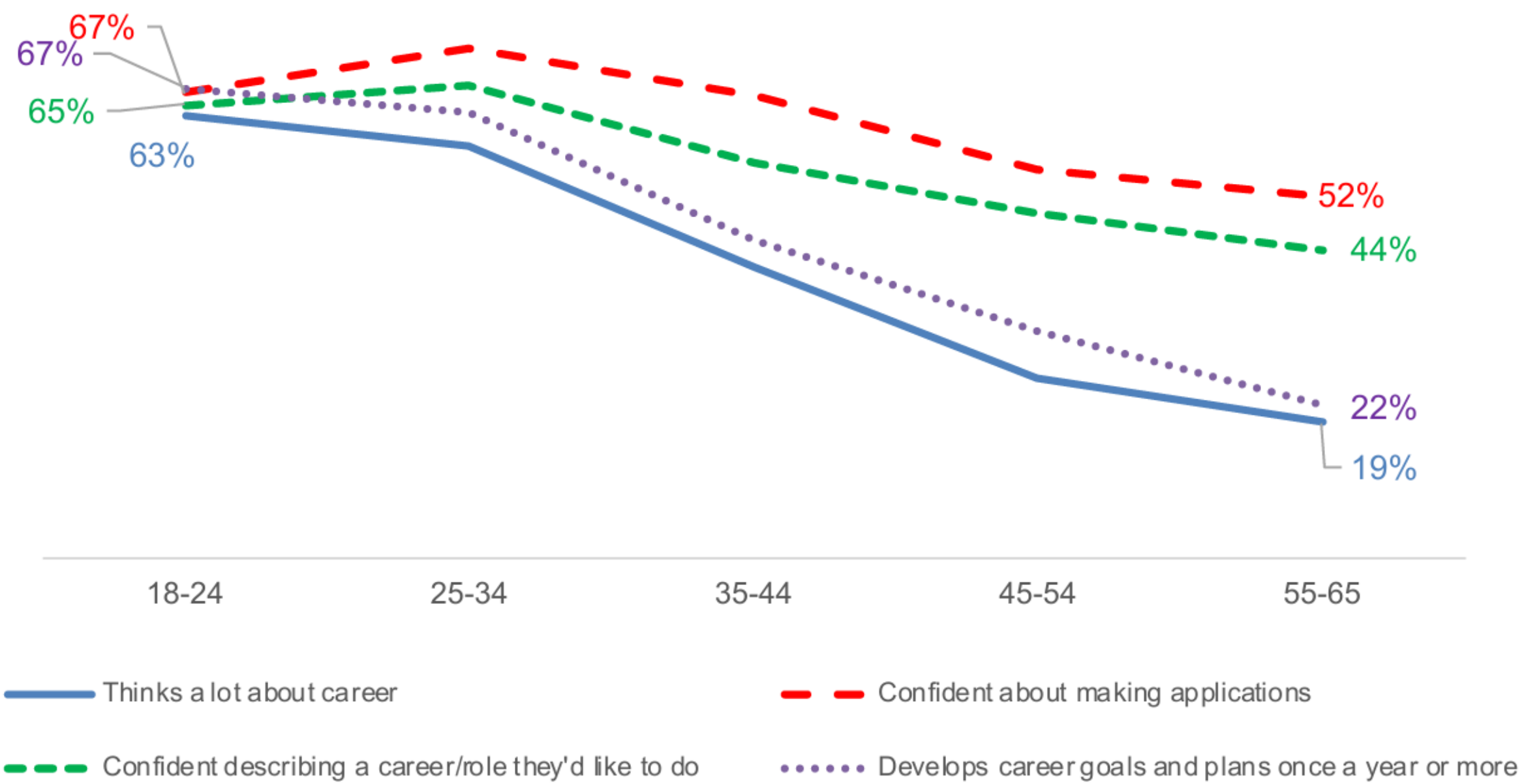
Changes to statutory guidance for  
careers services.



**David Morgan**  
Chief Executive  
Career Development Institute  
(CDI)









# New Statutory Guidance

Updated to  
reflect the  
revised Gatsby  
Benchmarks

Introduction of  
the new work  
experience  
policy

Strengthened the  
guidance and  
focus on  
professionalism



# Gatsby benchmarks

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Five overarching themes are reflected in the Statutory Guidance and set a direction for the changes.

- Careers at the heart of education and leadership.
- Inclusion and impact for each and every young person.
- Meaningful and varied encounters.
- Focus on the use of information and data.
- Engagement with parents and carers.

Plus:

- Embedding Careers Advisers in the careers programme.





## Benchmark 1

- SLT backing includes headteachers and governors.
- Careers programmes 'tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan'.

## Benchmark 2

- Expanded to decisions on study options and 'next steps'.

## Benchmark 3

- Records to be kept for pupils' engagement in all aspects of the career programme.
- Greater sharing of information when changing schools or moving to college/ITPs.
- Working with Local Authorities on RONI.

## Benchmark 4

- Linking the curriculum to careers 'in every year and in every subject'.
- Careers forming part of 'ongoing staff development programme for teachers, subject staff and all staff who support learners'.

## Benchmark 8

- Careers guidance 'meetings' rather than 'interviews'.
- At least one meeting by age 16 and a further meeting by 18.



# Work experience

A new policy set out in  
Benchmark 6, raising the bar  
but with flexibility to meet the  
different needs of young  
people.

- A week's worth of work experience *activities* in years 7 to 9.
- A weeks' worth of work experience *placements* in years 10 to 11.
  - Ideally in-person but with scope for virtual or hybrid for accessibility.

CDI Briefing paper on work-based learning provides insight and best practice.

[https://www.thecdi.net/communities-and-networks/communities-of-interest/community-of-interest-for-careers-education-\(coice\)](https://www.thecdi.net/communities-and-networks/communities-of-interest/community-of-interest-for-careers-education-(coice))





# Strengthening professionalism

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Key changes to help influence SLT and ensure high-quality delivery.

- ‘...appoint an **appropriately trained careers leader**...[who] should be given **protected time and sufficient budget** to carry out the role effectively.
- The careers leader qualifications **do not qualify an individual to offer personal guidance** unless they also hold a separate careers guidance qualification.
- [Meetings] conducted by **qualified careers advisers** who adhere to ethical standards and use up-to-date and evidence-based approaches to ensure successful outcomes for young people.
- ...being appropriately resourced (CDI guidance recommends that **at least 45 minutes** are allowed for every personal guidance meeting).
- The careers leader and senior leaders should **work closely with the careers adviser**, enabling them to contribute to the overall development and evaluation of the careers programme... to **integrate their work** with other individuals, teams and departments, including the SENCO, subject teachers and pastoral teams.
- Schools should **encourage and facilitate continuous professional development** for careers advisers so that they can remain up to date.



# Quality in careers programmes

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Careers Impact System

THE **CAREERS &  
ENTERPRISE**  
COMPANY

Quality in Careers Standard





# Careers and skills for life

## CDI Career Development Framework



## SkillsBuilder Essential Skills





# Useful resources from the CDI


## Technical Education Resources Hub

### Technical Education Resource Hub

Welcome to our one-stop-shop for information and resources aimed at career development professionals in England, to raise awareness of technical education pathways and qualifications reforms in this area.

*In this section:*

- What is technical education?
- Background to qualifications reform in England
- Qualifications levels diagram
- About the resource hub
- Key themes





An Introduction to the Technical Education Resource Hub



Watch Later Share

### What is technical education?

Technical education qualifications are primarily designed to support progression to skilled employment or further technical education and training. Many of the materials in this resource hub focus on apprenticeships, T Levels and Higher Technical Qualifications (HTQs). These are underpinned by employer-developed occupational standards.

## Quality assurance briefing paper


CDI  
CAREER  
DEVELOPMENT  
INSTITUTE

### Briefing Paper

March 2025

### Quality assurance of careers education and guidance in schools and colleges: a briefing for careers leaders across the UK

David Andrews




## Research Directory

### CDI Research Directory

As a membership organisation, we are keen to see policymakers and practitioners use the best available evidence to make decisions.

To these ends, this Research Directory contains links to key papers, reports, theses and articles from the academic literature, government and policy bodies and commercial institutions that a) make the case for careers guidance and b) inform best practice.

We will continue to build these links over time, so please reach out if you have suggestions for sources, or other ideas to make this resource as useful as possible.





## Embedding work experience in the curriculum: Practical approaches and lessons from the field

9:55 am

Main Hall



**John Ambrose**  
Director  
Complete-Careers LLP



**Ryan Gibson**  
President Elect  
CDI



**Ellis Potter**  
Head of Apprenticeships  
and Careers  
Priory Federation of  
Academies Trust



**Jackie McGarry**  
Careers Lead  
Hartlepool Aspire  
Trust - Catcote  
Academy



## Embedding work experience in the curriculum: Practical approaches and lessons from the field

### Session outcomes:

By the end of the panel discussion, you will have:

- Considered innovative methods to provide **two weeks' worth of work experience**
- Listened to the panel members share approaches to quality assure **experiences of the workplace**
- Explored with the panel members challenges associated with **modern work experience** and possible solutions
- Had the opportunity to ask questions to the panel.



## Work experience in the May 2025 Statutory Guidance

‘Our vision is that 2 weeks’ worth of work experience will 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 year 10 and 11’ (page 39)

Under the ‘Work experience placement(s) in years 10 and 11’ heading the guidance states how DfE ‘expects that the work experience placement(s) in years 10 to 11 be in-person, but acknowledge that in exceptional circumstances meaningful hybrid or virtual approaches may be impactful in removing barriers to access. In those circumstances, we would expect best endeavours to use remote engagement alongside, but not instead of, in-person activity.’ (page 40)

Remember, this seems to be aspirational with promise of further details on the work experience guarantee expected in ‘due course’.





## Meaningful experiences

A meaningful experience will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and employees
- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work - be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience



## Embedding work experience in the curriculum: Practical approaches and lessons from the field

9:55 am

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**Jackie McGarry**  
Careers Lead  
Hartlepool Aspire  
Trust - Catcote  
Academy



# Workshop sessions 1

Choose one 40-minute session from:

10:40 am

Harnessing parent power for the improvement of your careers programme.  
**Janet Colledge**, Careers Education Consultant, Outstanding Careers

📍 Main Hall

What if they're the first? Breaking barriers and empowering First in Family students! **Jessica Pieri**, Founder & Careers Adviser, The Careers People

📍 Breakout 1

Leadership support to connect the Classroom to Careers - Linking Education and the Workplace. **Renu Jaswal**, Operations Manager/Careers Consultancy Lead, Education Development Trust

📍 Breakout 2

Using the Internal Leadership Review (ILR) to go 'beyond Gatsby'. **Jo Saward**, Trust Lead for Careers and Employability, Creative Education Trust

📍 Breakout 3



# Networking break

Join us for networking and refreshments in the Windsor Suite.

11:20 – 11:40 am

Please do say hello to our exhibitors.

## Headline Sponsor and Exhibitor



## Exhibitors 2025



## Brand Awareness

**The  
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People.**



# Workshop sessions 2

Choose one 40-minute session from:

11:40 am

Driving careers impact through effective use of data.

**Marie Jobson**, Senior Manager & **Mike Britland**, Consultant, CEC

📍 Main Hall

The careers adviser at the heart of our programme.

**Will Sanders**, Head of Life Skills and Careers, Rednock School

📍 Breakout 1

Supporting disabled students to find roles where they can thrive.

**Anna Masefield**, Account Manager and Talent Match Manager &  
**Jane Hatton**, Founder/CEO, Evenbreak

📍 Breakout 2

Gatsby Benchmark 6 - A different way of approaching work experience with success for all stakeholders! **Catherine Carruthers**, National Careers Lead, Formerly of Astrea Academy Trust

📍 Breakout 3





# Lunch break

Join us for networking and lunch in the Windsor Suite.

12:30 – 1.20 pm

Please do say hello to our exhibitors.

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1:20 pm

Main Hall



**Dr Hannah Blake**  
Senior Researcher  
International Centre for  
Guidance Studies



**Siobhan Neary**  
Head of iCeGS and  
Professor of Career  
Development Practice  
University of Derby



# International Centre for Guidance Studies

1:20 pm

Main Hall





# Who are we and what do we do?



iCeGS is an international research centre with expertise in **employability** and **career development**.

The Centre conducts **research**, provides **consultancy**, offers a range of **training** and delivers several accredited **learning** programmes up to and including doctoral level.

- Research examples include;
  - The Gatsby Benchmarks
  - Effective Transitions Fund (CEC)
  - Institute of Student Employers
- Policy
  - Career Development Policy Group
  - Career Guidance Guarantee



# Supporting Practice

iCeGS is committed to the development of professional practice through research-informed teaching and professional development.

- MA in Career Guidance and Development (Incorporating the Qualification in Career Development, (QCD))
- Career Leaders Programme for CEC, Accredited and non-accredited





# Key components of professionalisation

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**Initial training**

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**Standards**

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**Quality assurance**

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**Continuing professional development**

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**Professional Bodies/Associations/Registration**

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**Shared values and ethics**

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**Research and the evidence base**

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**Shared policy and legal frameworks**

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# Impact of Trained Career Leaders

Trained Career Leaders have a positive impact on student outcomes, school improvement and career provision

- Young people are more likely to remain in education, work and training for a longer period
- Careers provision is enhanced, schools have better career programmes and are more likely to achieve a higher number of benchmarks
- Engaging employers, parents and the wider community
- Training improves Leadership, Management, Coordination and Networks
- Training improves practice





**"But for those who do qualify and engage in autonomous professional practice, the realisation dawns that qualifying is not the point of arrival, but the point of departure".**

Mulvey, 2004



# Engaging with us

- iCeGS Annual Lecture
- iCeGS Seminar Series
- Monthly Newsletter
- Bookshop



<https://www.derby.ac.uk/research/themes/public-services/icegs/>



# Keynote 1

Main Hall

1:35 pm

## The Gatsby Benchmarks: Shaping the Future of Career Guidance



**Tom Shirt**  
The Gatsby  
Charitable Foundation



**Ryan Gibson**  
President Elect  
CDI



# The Evolution of the Benchmarks



# KEY CHANGES TO THE BENCHMARKS



# BENCHMARK 1: A STABLE CAREERS PROGRAMME



BENCHMARK 5: ECOUNTERS WITH EMPLOYERS  
AND EMPLOYEES

BENCHMARK 6: EXPERIENCES OF WORKPLACES



# BENCHMARK 8: PERSONAL GUIDANCE

# THE LEADERSHIP OPPORTUNITY



## A THOUGHT FROM THE SECTOR

“It might seem counter-intuitive that this is the moment I’m here  
telling you to stop, yes STOP!

The way to implement the new benchmarks and build on your  
provision isn’t to do more. It’s to take the opportunity to think and  
plan.”

*Mandy Green, South Midlands Careers Hub Lead*



# Preparing for the updated Gatsby Benchmarks

Ryan Gibson

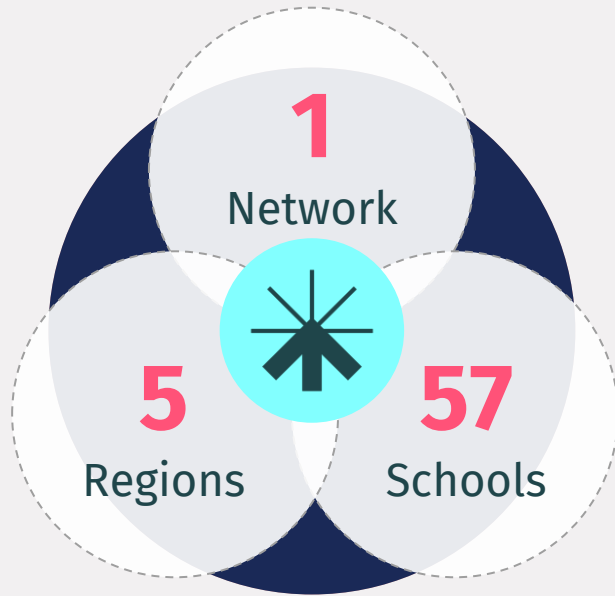
National System Leader: Careers

We will provide **every child** with an **excellent education**, in **every classroom**, every day.





# Our network of schools





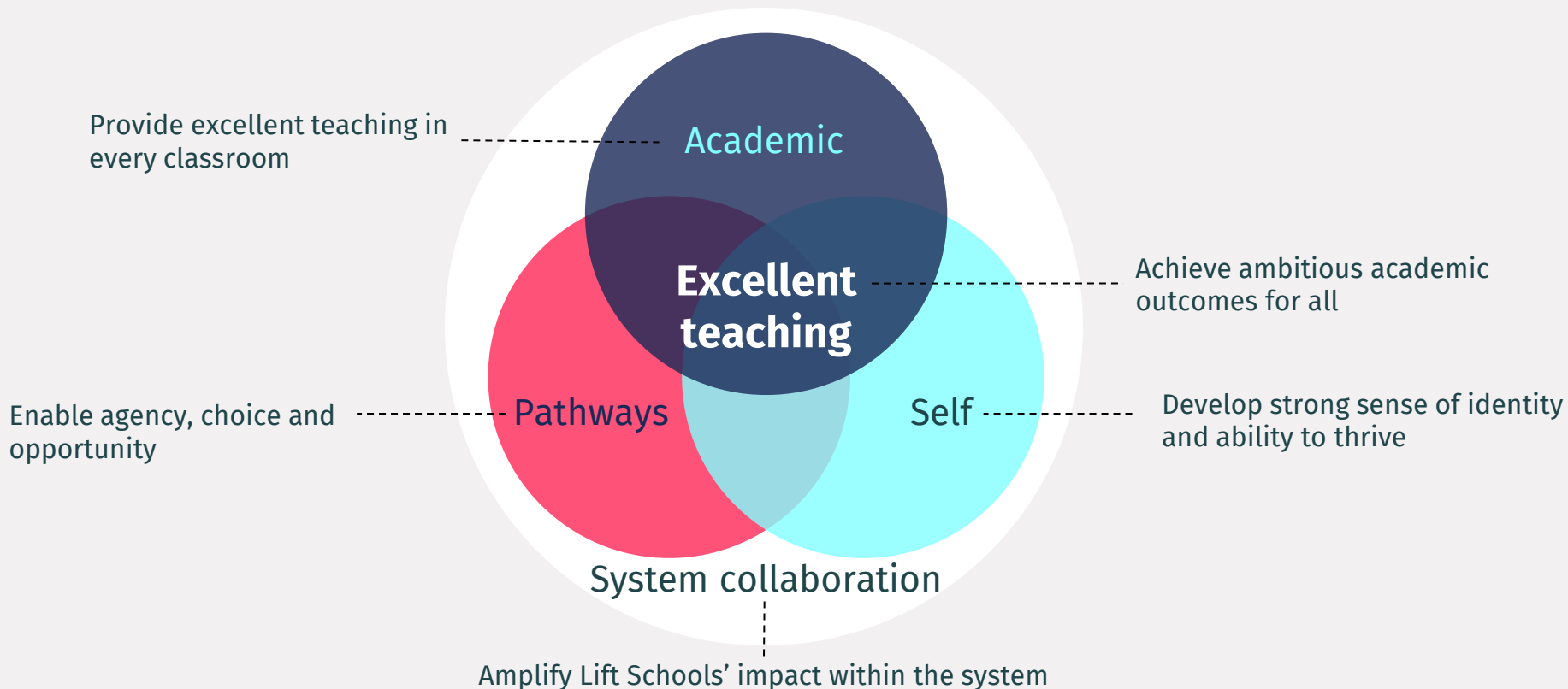
We will provide **every child** with an  
**excellent education, in every**  
**classroom, every day.**





- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

# Our strategic pillars





# Stability - with evolution



Followed Gatsby advice - read the report, reflected on what it said and taken time to think

Much has been retained:

- All 8 Benchmarks
- Current format - title, summary, associated measures
- Lots of the original wording
- Process of self evaluation

Some important changes:

- Updates made to summary statements and measurable criteria
  - **Reassertion** (e.g. Careers Leaders)
  - **Clarification** (e.g. Meaningful)
  - **Stretch** (e.g. Beyond STEM)

# The process of preparation we have followed



## **Network CPD - establish shared understanding**

Lift Schools CPD session for Career Leaders covering updated Gatsby Benchmarks, including a deep dive into each Benchmark and the updated definitions of what constitutes 'meaningful'.

## **Utilise Existing Tools and Processes - establish current position**

Used CEC Careers Impact System. Each school completed an internal leadership review and participated in peer-peer review triads to aid their preparedness for the updated Benchmark requirements.

## **Mapping - establish priorities**

Updating audit documentation to support schools to map against the updated criteria. This helps to identify which criteria are already being met and where there may be gaps. This will be used to inform development planning at school level and with partners and to identify areas for trust level support.

## **Action Planning - establish approach to implementation**

Schools creating action plans to build on current strengths / address gaps and update their progressive, well sequenced careers programmes accordingly, aligned to the updated Gatsby benchmarks.





Becks Boomer-Clark  
CEO, Lift Schools

Giving evidence at The House of Lords Social Mobility Policy Committee our CEO said:

- We view social mobility as the challenge to unlock choice and opportunity for all young people.
- Attendance is a key factor in determining whether children go on to be NEET.
- This is not simply an attendance crisis, but an engagement crisis.
- We have to meet students' developmental and motivational needs
- Listen more closely to students, identify interests, tailor opportunities and involve them in reshaping the learning experience



## Lift Schools Partnership with DHL UK Foundation

- 3 year programme
- Connect our students with DHL, one of the world's largest employers
- Firsthand insights into the world of work
- Co-develop workshops to develop crucial employability skills to hundreds of students in KS3, KS4 and KS5.
- DHL employees will lead classroom-based activities and offer site visits, helping young people experience the world of work.

The DHL UK Foundation logo, featuring the text "DHL UK" in a bold, sans-serif font above the word "FOUNDATION" in a slightly smaller, bold, sans-serif font, all in white on a red rectangular background.

**DHL UK  
FOUNDATION**





We want to seize this moment and take the opportunity to push frontiers in how we prepare young people to thrive in their futures

# Workshop sessions 3

Choose one 40-minute session from:

2 pm

Expert Guides - the key role Careers Advisers play in tying the Gatsby Benchmarks together. **Leighton Collins**, Careers Leader, Meadowhead School

📍 Main Hall

Empowering Parents: Enhancing Career Education Through Effective Engagement. **Jack O'Keefe**, Area Manager, Unifrog

📍 Breakout 1

Effective Transitions: Supporting disadvantaged young people to sustained post 16 destinations. **Patrice Etienne**, Head Of Programmes - Inclusion, Thinkforward & **Siobhan Neary**, Head of iCeGS and Professor of Career Development Practice, University of Derby

📍 Breakout 2

Variety is the spice of work experience! How to maximise your students engagement with a range of employers/sectors - SWR's Futures Days. **Tanith Lynham**, Deputy Headteacher, SWR

📍 Breakout 3





# Networking break

Join us for networking and refreshments in the Windsor Suite.

3:00 - 3:20 pm

Please do say hello to our exhibitors.

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## Exhibitors 2025



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# Workshop sessions 4

Choose one 40-minute session from:

3:20 pm

Embracing Accessibility Needs in Careers Education: Inclusive Strategies for Success.

**Owen Jones** & **Chris Parry**, Educational Sales Consultant, CASCAID powered by Xello

📍 Main Hall

Unlocking sustainable and strategic careers leadership.

**Alexandra Chapel**, Careers Hub Officer, West of England Combined Authority

📍 Breakout 1

Strengthening Work Experience: A CDI Workshop on Meaningful and Varied Encounters (Aligned with Gatsby Benchmark 6 & New Work Experience Policies). **Aisha Hussain**, Operations Manager & **Ladi Mohammed**, CEO and Founder, Global Educational Travel and Tours

📍 Breakout 2

Fun and Gains with Data and LMI. **Janet Hutchinson**, Deputy Director, Complete-Careers LLP

📍 Breakout 3





# Keynote 2

Main Hall

4:05 pm

## Gatsby is great but are the Benchmarks alone enough?



**David Andrews**  
CEG Consultant

# Gatsby is great, but are the Benchmarks alone enough?

David Andrews

National Careers Leaders Conference

18 June 2025





A look into the future,  
while learning from the past

The past: my career in careers;  
key developments and initiatives

The present: frameworks and system-wide support

An emerging dilemma

The future: recommendations



# My 50-year Career in Careers

PGCE (secondary, science) University of York (1975-76)	<b>Subsidiary subject: Vocational Guidance</b>
Biology teacher, St Ives (Cambs.) (1976-86) <b>Head of Careers</b> (1981-86)	<b>PG Diploma in Careers Education and Guidance</b> Hatfield Polytechnic (2 years, part-time)
<b>Advisory teacher for CEG</b> Cambridgeshire Careers Service (1986-87)	<b>Regional Certificate for careers teachers</b> Cambridge Institute of Education
<b>County Adviser for Careers, Guidance and PSE</b> (1987-92) <b>Adviser for 14-19</b> (1993-98) Hertfordshire LEA	<b>Technical and Vocational Education Initiative (TVEI)</b>





# TVEI

## (Employment Department 1983-96)

- national programme of 14-19 curriculum development
  - new vocational courses and qualifications
  - careers education and PSE
  - time for guidance and counselling
  - work experience for all
  - time for senior leadership
- led by a national unit
- plans, with funding and targets, agreed between regional Government offices and LEAs and monitored annually
- schools, colleges and careers service worked collaboratively in local consortia
- 5-year programme



# My 50-year Career in Careers

## Independent CEG Consultant (1998-2025)

- Adviser for Careers Education  
DfES (1999-2004)

*National Framework for CEG 11-19*  
*Statutory duty extended to include Years 7 & 8*

*Annual national conference for CEG advisers*  
*(1998-2017)*

- Policy Associate  
CDI (2013-2018)

- Visiting Fellow  
iCeGS (2014-2025)

- Consultant to CEC (2018-2025)

*Careers Leader Training programme*  
*Careers Impact System*





# Frameworks

## Gatsby Benchmarks

What to put in place

## Learning outcomes

e.g. CDI Career Development Framework

What should students know, understand, be able to do?



# *Good Career Guidance: The Next 10 Years (Gatsby, 2024)*

“Schools, colleges and ITPs are making good careers guidance happen\*, but they cannot do it alone. There must be a supportive system of policy, infrastructure and resources to create the right conditions for success.”

[page 11]

\* Average number of Benchmarks met in 2023/24 = 5.8  
(cf. 2.1 in 2018/19)





# Policy context: current

Careers Information (ref, Benchmarks 2 and 7):  
Provider Access Legislation (Y8-13)

Careers Guidance (ref, Benchmark 8):  
duty to secure access to independent careers  
guidance (Y7-13)

Careers Education and Work-related Learning  
(ref, Benchmarks 4, 5 and 6):  
statutory duties removed in 2012



# Policy context: proposal

Reinstate the statutory duties to provide careers education and work-related learning, and extend both to cover the 11-18 age range





# Training: current

## Careers Leader Training

pilot project to introduce training on CEG into  
NPQH



# Training: proposal

- bring the careers leader training into the NPQ framework and develop a National Professional Qualification in Careers Leadership (NPQCL)
- include an introduction to CEG in initial teacher training (ITT)
- include more in-depth training on CEG in the Early Career Framework (ECF)





# Support: current

Careers Hubs

Trust Leads for Careers

The Careers & Enterprise Company  
e.g. Careers Impact System

The Quality in Careers Standard



# Resources: current

No additional allocation to school or college budgets to pay for personal careers guidance

No additional allocation to school or college budgets to pay for a careers leader

No development funding made available to support implementation of the Benchmarks





# Resources: proposal

Create a workforce of careers advisers,  
based in the careers hubs

Make development grants available, via the  
careers hubs, to support the implementation  
of action plans following Careers Impact  
System reviews



# CL & CA: two jobs; one person or two?

Model 1: a CL plus an external CA

Model 2: a CL plus an internal CA

Model 3: one person as both the CL and the CA





# Research proposal: careers leadership

Survey: models employed by schools

Case studies: benefits, challenges and strategies  
for overcoming challenges of each model



# Recommendations to DfE

1. promote the use of the CDI's Career Development Framework
2. re-introduce the statutory duties to provide careers education and work-related learning, and extend both to age 18
3. bring the Careers Leader Training into the NPQ framework and create an NPQCL
4. add an introduction to CEG into the ITT framework
5. add a module of CEG training into the ECF





# Recommendations to DfE

6. ensure that the framework for the NPQH includes training on the school's responsibilities for CEG
7. fund a workforce of CAs, based in the careers hubs, to be deployed to meet local needs
8. make development funding available to schools and colleges, with allocations linked to use of the Careers Impact System
9. commission a research study into the respective benefits and challenges of the 'partnership' and 'dual/hybrid' models of careers leadership



Ref: article in NICEC journal  
(Issue 55, Autumn 2025)

<https://www.nicec.org>

davidandrews\_ceg@hotmail.com





# Closing session



**David Morgan**  
Chief Executive  
Career Development Institute  
(CDI)



**Dr Hannah Blake**  
Senior Researcher  
International Centre for  
Guidance Studies (iCeGS)  
University of Derby



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**Wednesday 18 June**  
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Thank you for attending.

For further information on  
upcoming CDI events,  
please visit:

[thecdi.net/training-and-  
events](https://thecdi.net/training-and-events)