

As we assemble, please share your ideas using the chat...

Which skill do you think you use most in your role? Why?





From presence to proficiency: Transforming work experience into skill mastery

CDI National Careers Leaders' Conference

Daniel Langford, Senior Associate @ Skills Builder Partnership



1

**Introduce who we
are at Skills
Builder
Partnership**

2

**Explore why
essential skills
matter**

3

**Explain how we
support educators
to embed and
build essential
skills**

4

**Consider how you
can deepen your
impact**

Skills Builder Partnership



One day, **everyone** will build the essential skills to succeed



600+

schools, colleges and alternative settings

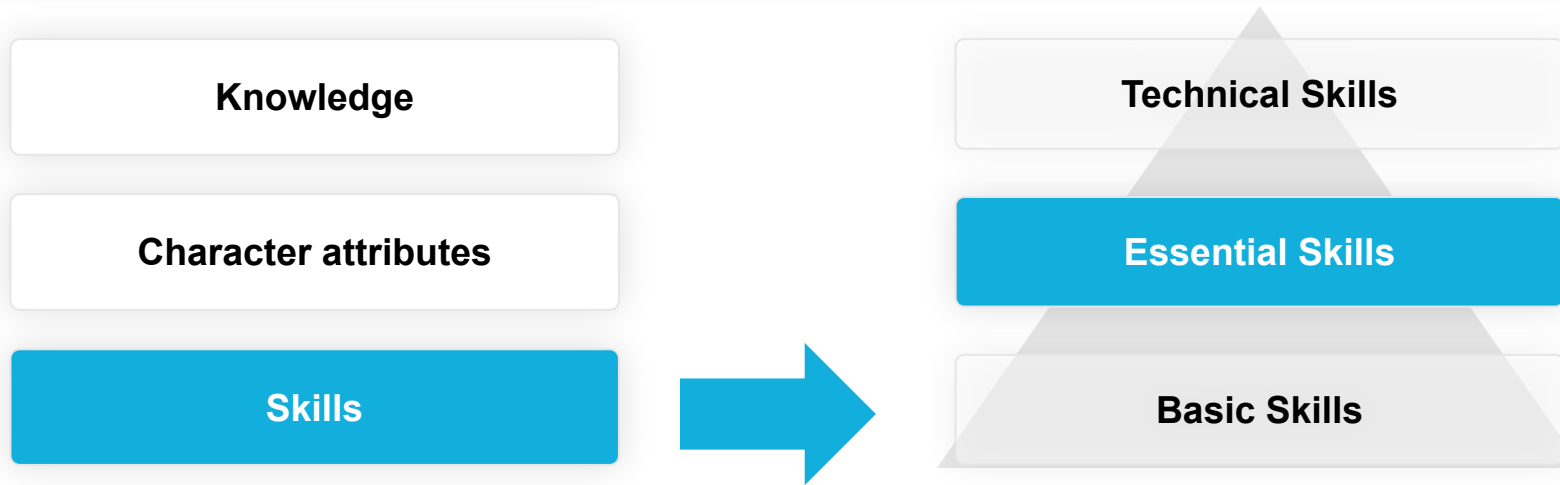
100+

employer partners

200+

impact organisations

Defining essential skills



Communication

Creative Problem Solving

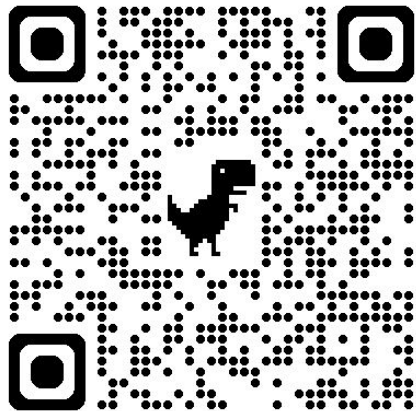
Self-Management

Interpersonal



Speaking

Transmitting information or ideas



The Framework is protected by a Creative Commons Attribution-No Derivatives 4.0 International Public License.

Getting Started

Intermediate

Advanced

Mastery

Step	Statement
Step 1	Sharing Clearly: I communicate clearly to someone I know
Step 2	Discussing together: I communicate clearly in a small group
Step 3	Meeting others: I communicate with new people when I need to
Step 4	Organising thoughts: I order my points to be understood
Step 5	Knowing the audience: I adapt my communication to what my audience already know
Step 6	Choosing language: I choose appropriate language for the situation
Step 7	Expressing self: I use tone, expression and gesture to be understood
Step 8	Using facts: I use facts and examples to support my communication
Step 9	Sharing visuals: I use images, charts or diagrams when it helps my communication
Step 10	Communicating sensitively: I talk about difficult or sensitive topics effectively
Step 11	Speaking engagingly: I communicate in a way that is engaging for my audience
Step 12	Adaptive communicating: I adapt my communication depending on audience reactions
Step 13	Negotiating: I manage discussions effectively to reach an argument
Step 14	Constructive communicating: I maintain clear and constructive communication in challenging situations
Step 15	Presenting: I present to an audience when required
Step 16	Inspiring others: I communicate a vision persuasively

Age-related expectations

Some useful guidance

	Below expectations	Approaching expectations	Meeting expectations	Exceeding expectations
General formula	Year Group -2	Year Group -1	Year Group	Year Group +1
Example: Year / Grade 3	Step 1	Step 2	Step 3	Step 4
Example: Year / Grade 11	Step 9	Step 10	Step 11	Step 12

Why essential skills matter



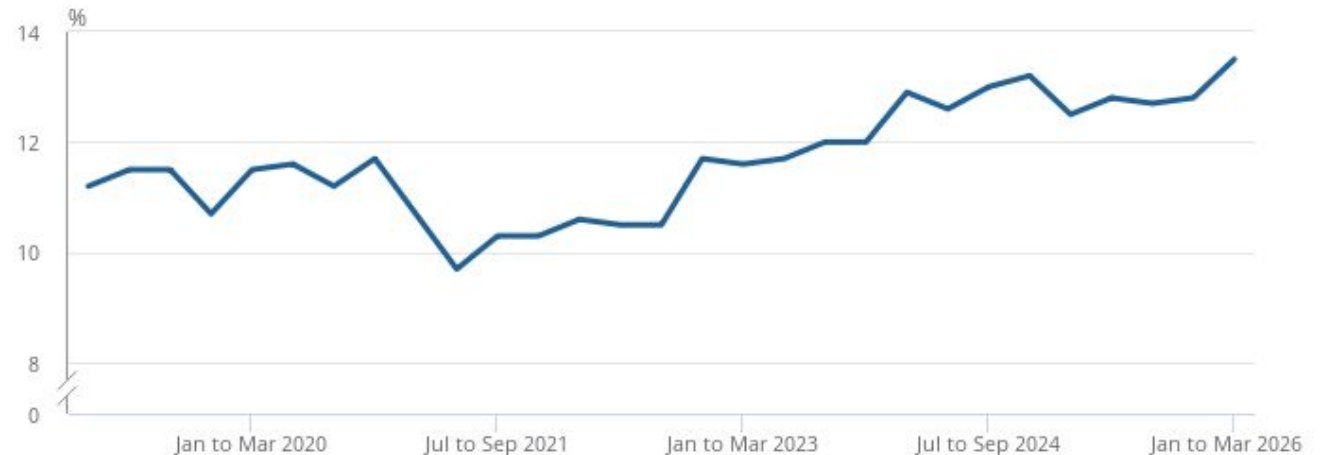
In the UK, 13.5% of young people (aged 16 to 24) are estimated to be NEET (Not in Education, Employment or Training).

There are approximately 1,012,000 young people aged 16–24 who are NEET.

For the 18–24 bracket, the NEET rate is even higher, sitting at 15.8%.

Figure 1: The percentage of young people who are not in education, employment or training (NEET) increased over the year (January to March 2025) [Note 1]

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



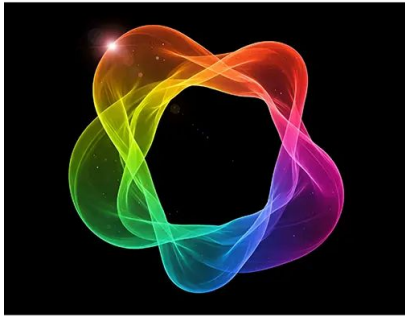
Source: Labour Force Survey from the Office for National Statistics

Why does this matter?

A growing body of [evidence](#)



ESSENTIAL SKILLS
TRACKER
Driving social mobility and growth
through the AI transition



2025
Robert Craig, Grace Stewart



**Impact
Report**
.....
2023

15 Celebrating
15 years of building
human capital



- Individuals with higher essential skill levels are **25-50% less likely to be out of employment or education.**
- Higher levels of the eight essential skills lead to higher skilled, higher paid jobs – with a **wage premium of up to £4,600 per year**, up to 12% more than their peers.
- Individuals with higher levels of essential skills are more likely to be **early adopters and users of AI** in the workplace.
- Without essential skills, high levels of education and basic skills are **less likely** to lead to positive life outcomes.
- High levels of essential skills can also **compensate for a lower level of ‘traditional’ academic education**, including literacy and numeracy.

Essential Skills and Meaningful Work Experience

In pairs or a small group around you, discuss the following:

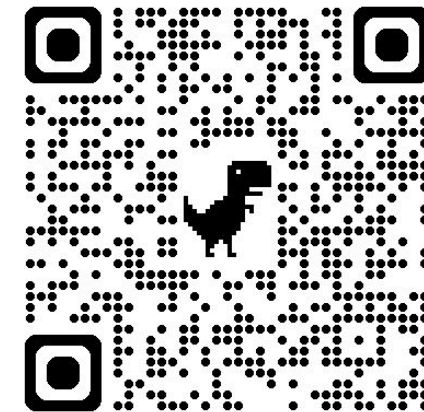
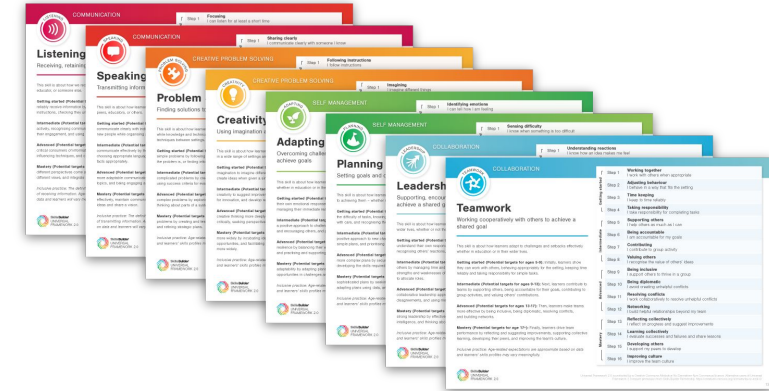
What do you do to ensure that workplace experiences are meaningful?

What would you like to do more of or differently?

Browse the Universal Framework through the QR code

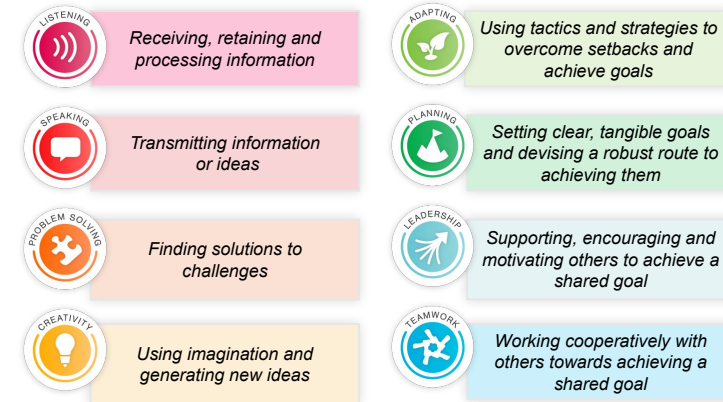
How could this benefit your work experience programme and learners?

What resources would help make this a reality?



Essential Skills and Meaningful Work Experience


- Set clear learning outcomes
- Engage in meaningful two-way interaction
- Provide specific task-based feedback
- Facilitate reflection



The Equalex Framework and Employer Standards



equalex | THE CAREERS & ENTERPRISE COMPANY



equalex learning outcomes and objectives framework



Employer standards for careers education



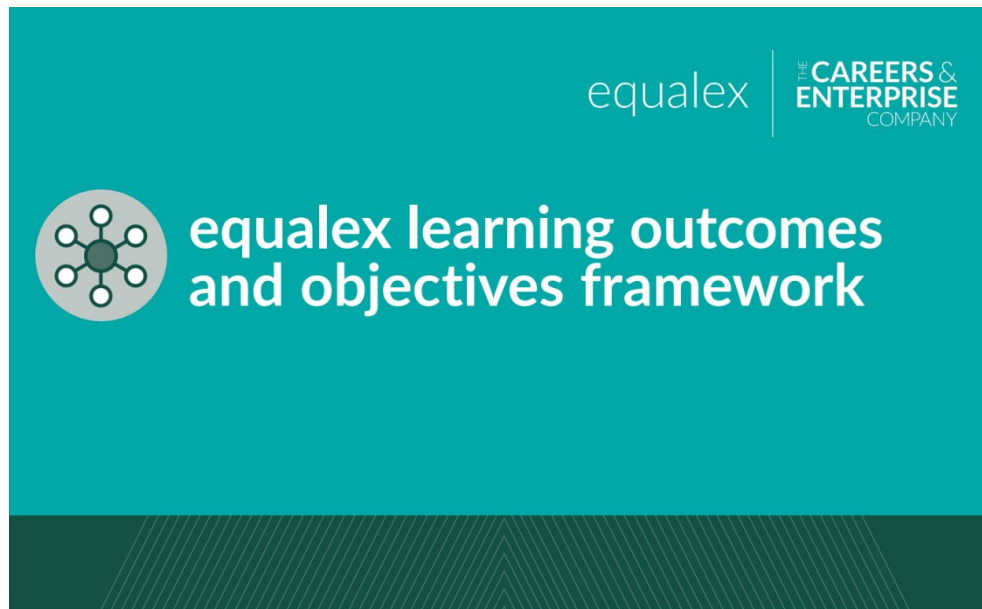
CEC frameworks and standards




PRIMARY
Start Small
Dream Big

THE CAREERS &
ENTERPRISE
COMPANY

Career-related learning outcomes and objectives for primary pupils



equalex | THE CAREERS &
ENTERPRISE
COMPANY



equalex learning outcomes and objectives framework

Employer standards for careers education

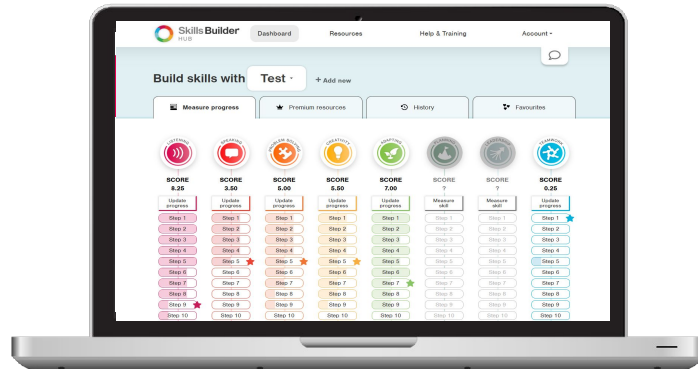


How we support educators



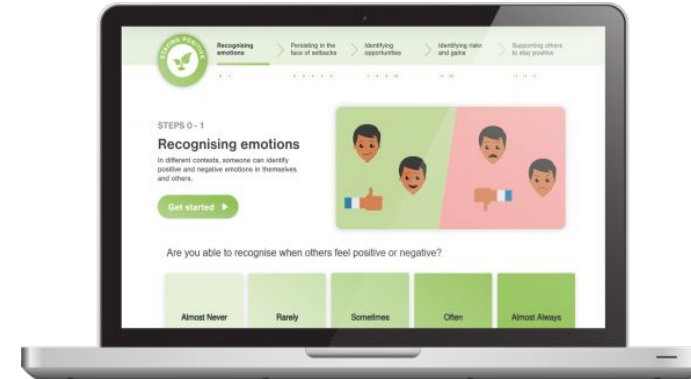
Platforms and resources

Free to access for individuals



Skills Builder Hub
skillsbuilder.org/hub

*Where teachers can
conduct assessments
and access ready made
resources, including
300+ short lessons*



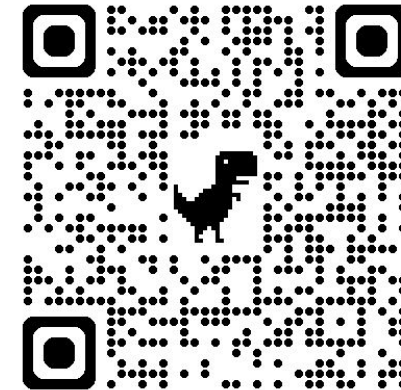
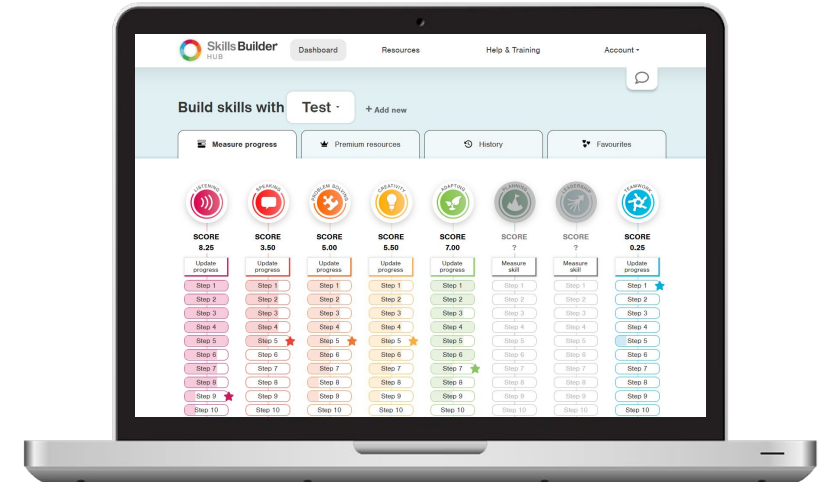
Skills Builder Benchmark
[skillsbuilder.org/
benchmark](https://skillsbuilder.org/benchmark)

*Where students 11+ can
complete skill based
self-assessments and share
this data with a tutor.*

([video](#) here)

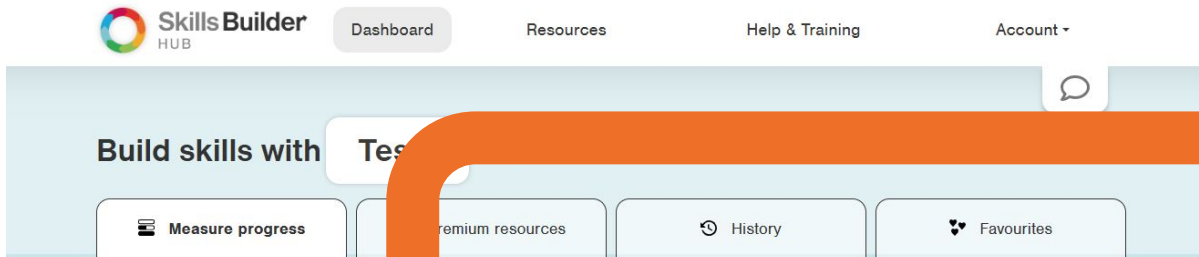
hub.skillsbuilder.org/start/

- ✓ Online resource & impact platform for teachers
- ✓ 300+ Short Lessons, assemblies, workshops, posters, certificates, passports
- ✓ Diagnostic tool - Measure skills and aggregate data for progress
- ✓ Online, bitesize teacher training modules



Assess learner's essential skills

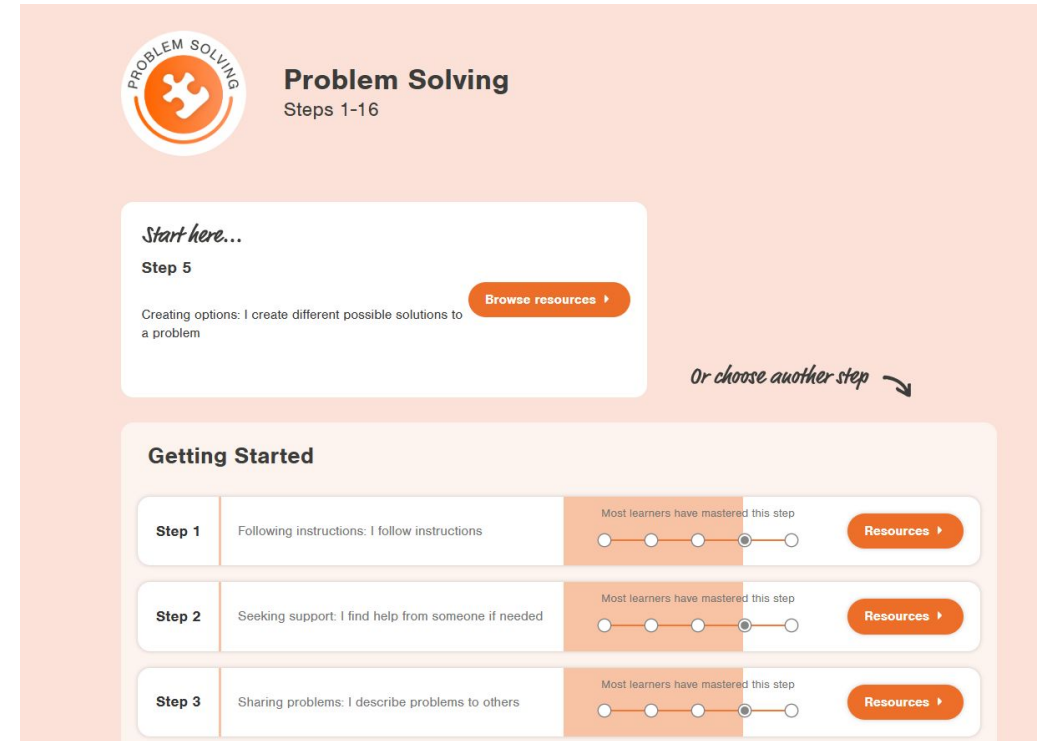
Provides bespoke resources for a target skill step



Skills Builder HUB Dashboard Resources Help & Training Account

Build skills with Test

Measure progress Premium resources History Favourites



Problem Solving

Steps 1-16

Start here...
Step 5
Creating options: I create different possible solutions to a problem

[Browse resources](#)

Or choose another step

Getting Started

Step	Description	Progress	Resources
Step 1	Following instructions: I follow instructions	Most learners have mastered this step	Resources
Step 2	Seeking support: I find help from someone if needed	Most learners have mastered this step	Resources
Step 3	Sharing problems: I describe problems to others	Most learners have mastered this step	Resources

- Identify links between the curriculum and essential skills needed within the workplace
- Awareness of essential workplace skills; self-assessment of current skill level aligned to the Universal Framework



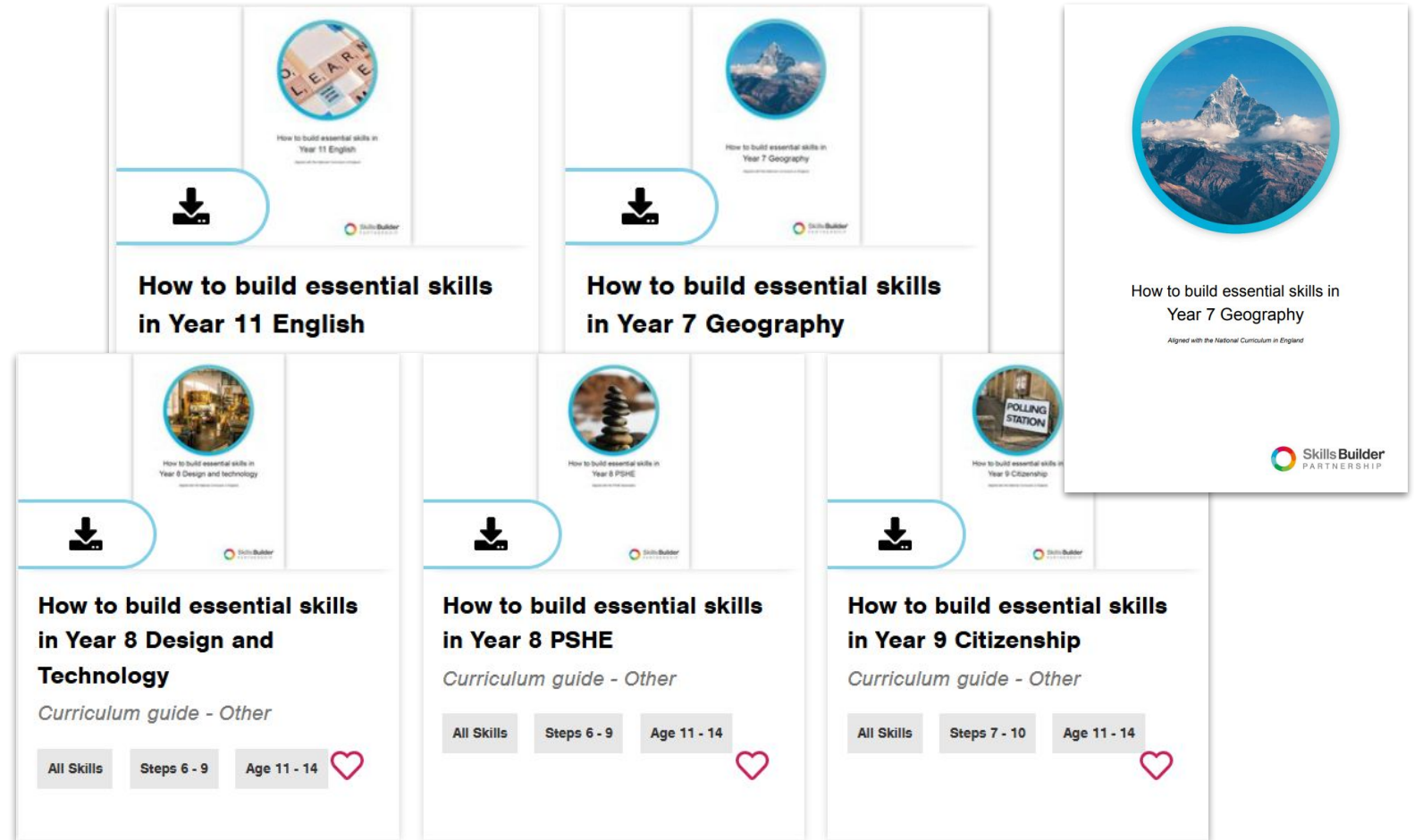
Core Theme: Introduce & Inspire

Learning Outcome	Learning Objectives
Increased Opportunity Awareness Learners have a broad knowledge of a range of career opportunities which enables informed decision making.	Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment.
	Learners can recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.
	Learners can identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.
Improved Self-Awareness Learners are aware of their passions, skills and work preferences and understand how these could inform their career choices.	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.
	Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways.
	Learners can describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences.
Inspiration Learners are inspired and motivated by careers opportunities which they may not have otherwise considered.	Learners can recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.
	Learners can identify career role models and articulate their early career aspirations.

Curriculum guides

Link essential skills with curriculum learning

- Demonstrate how educators can effectively practice essential skills as part of their subject content.
- English, Maths, Science, Geography, History, MFL, DT, PSHE & Citizenship guides are available on the Hub.



How to build essential skills in Year 11 English

How to build essential skills in Year 7 Geography

How to build essential skills in Year 7 Geography
Aligned with the National Curriculum in England

How to build essential skills in Year 8 Design and Technology
Curriculum guide - Other

How to build essential skills in Year 8 PSHE
Curriculum guide - Other

How to build essential skills in Year 9 Citizenship
Curriculum guide - Other

All Skills Steps 6 - 9 Age 11 - 14

All Skills Steps 6 - 9 Age 11 - 14

All Skills Steps 7 - 10 Age 11 - 14

Displays and Icons

Link to curriculum learning through reinforcement



Skill Icon Posters:

- Can be referred to in lessons where skills are being applied
- Can be used to promote a whole-school focus skill



Skill Icons:

- Paste into lesson slides
- Spotlights how skills are linked to phases of learning

Career cards and challenges

Connect curriculum learning, essential skills and careers

- **Career cards:** Support learners to reflect on the essential skills they will need to succeed in their career aspirations. They will spark discussion around how subjects, essential skills and careers are linked.
- **Career challenges:** Learners apply the essential skills in short challenges related to careers. For example, they apply Creativity like Musicians, Listening like Journalists and Staying Positive like Doctors. Each challenge is 20-30 minutes long so can be delivered in registration, a subject lesson, or in a careers slot.

Author	Journalist	Barrister	Editor	Advertiser	Paralegal
An author is the creator of original literary work. This could be in the form of a novel, essay, poem and many more.	A person who collects information and writes for newspapers, magazines, or news websites or prepares news to be broadcasted.	A barrister is a type of lawyer. They usually practise as advocates representing their clients in court.	An editor is in charge of and determines the final content of a newspaper, magazine, or book.	An advertiser is a person that advertises a product, service, or event.	A paralegal works closely together with solicitors, lawyers and clerks in the research and preparation of cases brought to courts.
14.50, 13.50, 12.25, 14.50, 12.75, 13.00, 14.00, 13.75	15.75, 15.25, 13.75, 14.00, 13.75, 14.25, 15.50, 15.00	16.00, 16.00, 15.50, 15.75, 15.00, 16.00, 16.00, 15.25	14.75, 13.00, 12.75, 14.00, 12.75, 13.25, 13.50, 13.75	15.75, 14.75, 13.50, 15.00, 14.00, 14.75, 15.25, 15.00	13.75, 12.75, 12.50, 12.25, 11.50, 13.50, 13.00, 13.00
Solicitor	Member of Parliament	Marketing Manager	Publisher	English Teacher	Proofreader
A lawyer advises clients on matters of law, draws up legal documents, prepares cases for barristers, etc. and may represent clients in certain courts.	A Member of Parliament represents their political party and their constituency's interests in parliament.	A marketing manager works with clients to promote products, services or brands and oversee all marketing activity.	A publisher prepares and issues books, journals, or music for sale.	An English teacher educates learners in reading, writing, speaking and studying literature in the English language.	A proofreader is a person who reads written or printed material and corrects any errors.
16.00, 16.00, 15.75, 16.00, 15.25, 15.75, 16.00, 15.25	16.00, 16.00, 16.00, 16.00, 15.75, 16.00, 16.00, 16.00	16.00, 15.00, 15.25, 16.00, 15.00, 16.00, 15.75, 15.75	15.25, 14.25, 14.75, 14.75, 14.50, 15.50, 15.25, 14.75	13.75, 14.50, 13.00, 15.50, 13.25, 14.25, 15.75, 14.75	11.00, 9.25, 10.25, 8.25, 8.25, 10.75, 10.00, 10.75



What does a UX Designer Do?

A **UX Designer** (which stands for User Experience Designer) makes sure that websites, apps, or games are easy, useful, and enjoyable for people to use. For example, if you're trying to find a homework page on a school website and it's confusing, the UX Designer is the one who steps in to fix it. They don't just make things look nice; they listen carefully to feedback, figure out what the real problem is, and then design a solution that makes the experience simple and satisfying for everyone.



Challenge: Launch a new homework app



Learner A: You are a UX Designer

Imagine you are a UX Designer for a new school homework app that will be launched to students and staff at the start of next term. You are meeting with the Head Teacher to discuss their requirements for the app. They will tell you what they want the app to do and what they want it to look like but you may need to ask some questions to find out more information about their timings for the launch, design and anything else you would like to know about the app.

As you listen to the Head Teacher try to:

- ❑ Show that you are paying attention by using your body language, eye contact and small verbal responses. (Step 7)
- ❑ Ask open questions to turn any vague comments from the Head Teacher (e.g., "I want it to look good") into a specific design element. For example, 'can you tell me more about how you imagine the app to look?' (Step 8)
- ❑ Look for opportunities to summarise or rephrase what the Head Teacher is saying to ensure you understand their requirements for the app. (Step 9)

Then share your idea for what the app could look like with the Head Teacher, explaining how it will meet their requirements.

Learner B: Imagine you are the Head Teacher of a large secondary school.

You want to create and launch a new homework app that is easy for teachers, students and parents to use. You are meeting with the UX Designer to tell them your requirements for the app.

Think of some answers to the following questions:

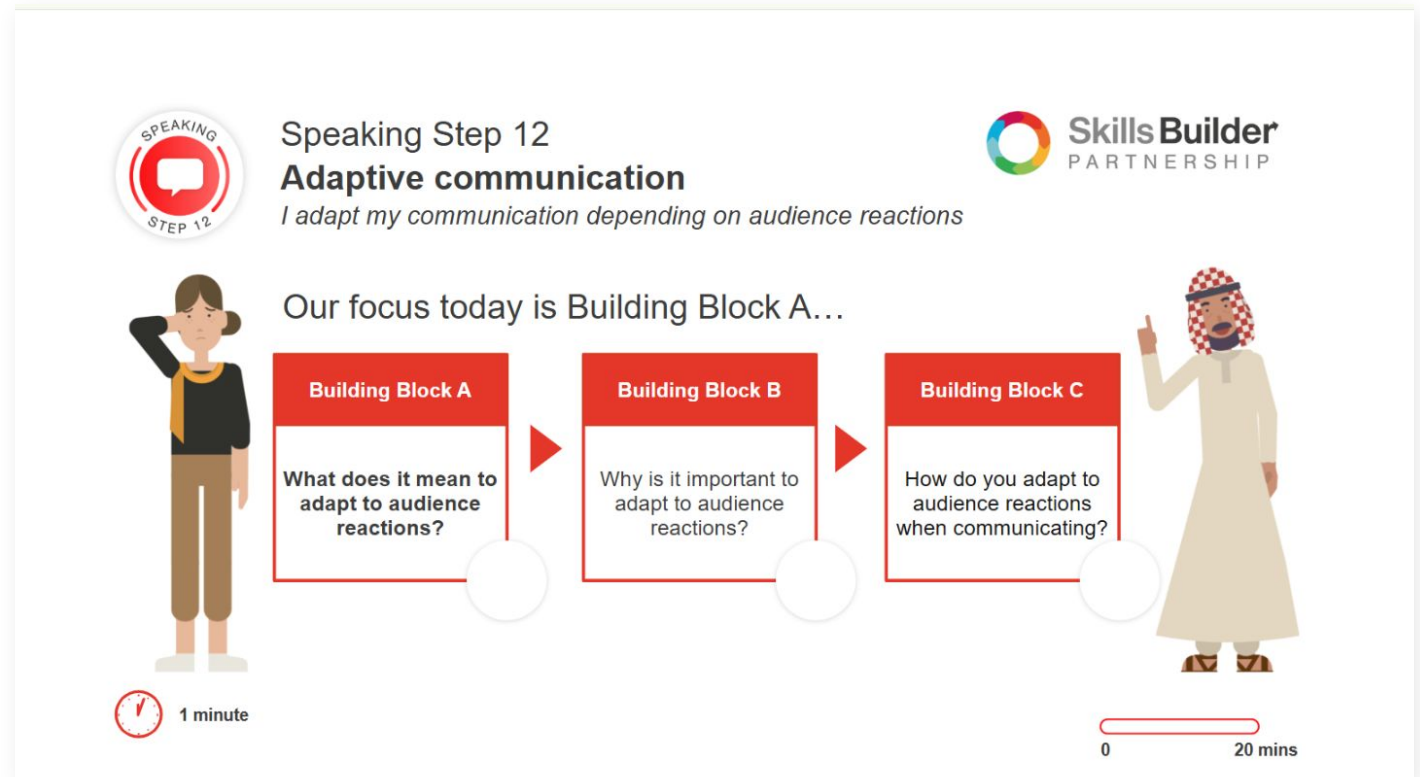
- Why do you need a homework app?
- How do you want the app to look?
- Who will the homework app be used by?
- When do you want it to be launched?
- What do you want it to do?

Take Turns. Once you have completed the challenge, swap roles.

Short lessons

Build knowledge and awareness of essential skills

- 3 [lessons](#) per step of the Framework
- Teach building blocks across a sequence of lessons
- Key components:
 - Starter
 - Video to introduce learning content
 - Activities
 - Final Question
 - Knowledge Recap



SPEAKING
STEP 12

Skills Builder
PARTNERSHIP

Speaking Step 12
Adaptive communication
I adapt my communication depending on audience reactions

Our focus today is Building Block A...

Building Block A
What does it mean to adapt to audience reactions?

Building Block B
Why is it important to adapt to audience reactions?

Building Block C
How do you adapt to audience reactions when communicating?

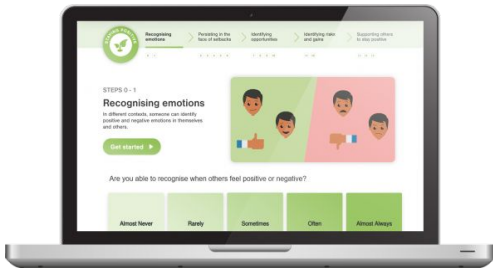
1 minute

0 20 mins

The slide features a central flow diagram with three red boxes labeled 'Building Block A', 'B', and 'C', connected by red arrows. To the left is an illustration of a woman with her hand to her head, and to the right is an illustration of a man in a white thobe and ghutra. A red clock icon indicates a 1-minute duration, and a progress bar at the bottom right shows 0 to 20 minutes.

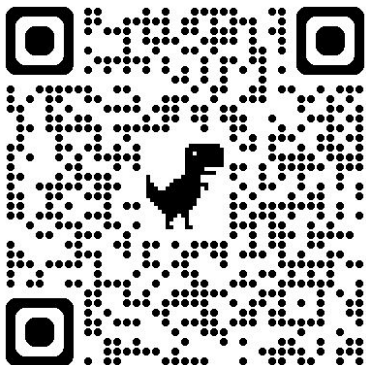
Skills Builder Benchmark

Learners 11+ can **self-assess** their essential skill levels



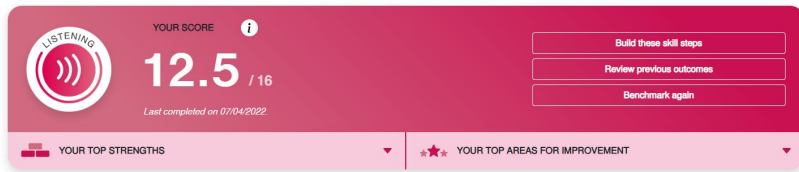
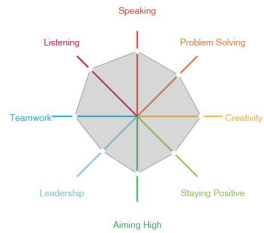
Skills Builder Benchmark
skillsbuilder.org/benchmark

*Where students 11+ can
complete skills
self-assessments*



- ‘Students have used self-assessment tools to reflect on their strengths and weaknesses in relation to essential **skills in preparation for writing personal statements and attending interviews.**’
- ‘Staff are **using the data from benchmark to help them pitch their lessons** at an appropriate level (especially in terms of speaking).
- ‘**All staff, including support staff, have used benchmark** to self-assess their essential skills. Through discussion with their line manager they are now finding opportunities to develop their skills.’

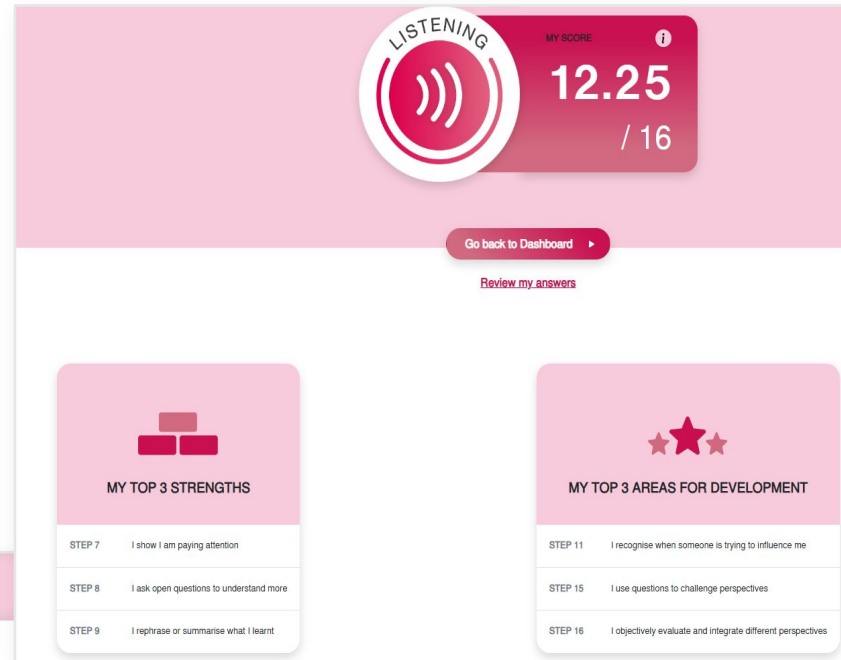
Benchmark: Learner Assessment



YOUR SCORE **12.5** / 16
Last completed on 07/04/2022

Build these skill steps
Review previous outcomes
Benchmark again

YOUR TOP STRENGTHS
YOUR TOP AREAS FOR IMPROVEMENT



LISTENING MY SCORE **12.25** / 16

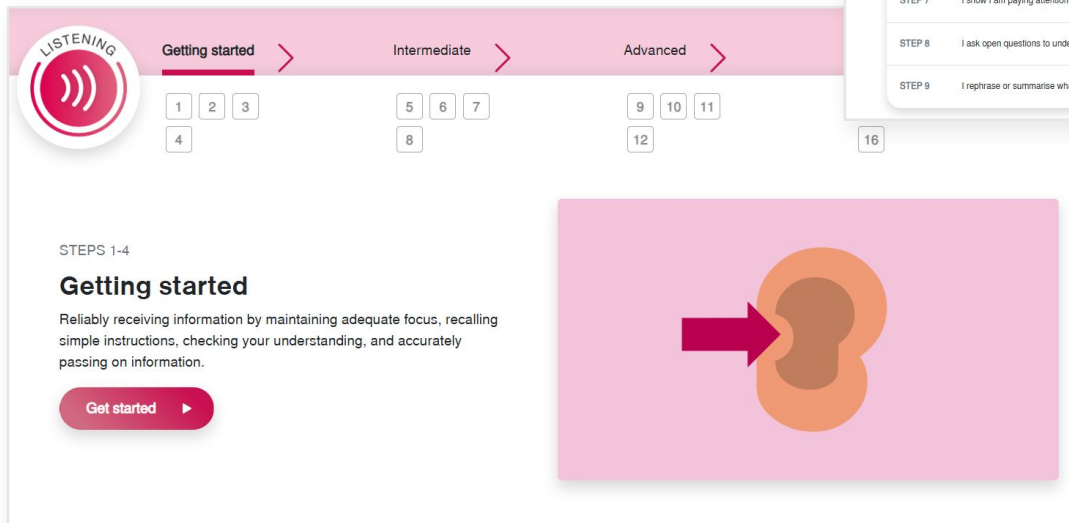
Go back to Dashboard
Review my answers

MY TOP 3 STRENGTHS

STEP 7	I show I am paying attention
STEP 8	I ask open questions to understand more
STEP 9	I rephrase or summarise what I learnt

MY TOP 3 AREAS FOR DEVELOPMENT

STEP 11	I recognise when someone is trying to influence me
STEP 15	I use questions to challenge perspectives
STEP 16	I objectively evaluate and integrate different perspectives



LISTENING

Getting started > Intermediate > Advanced >

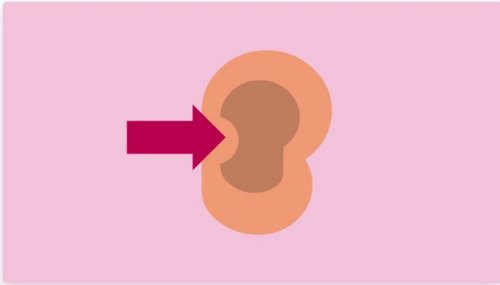
1 2 3 4 5 6 7 8 9 10 11 12 16

STEPS 1-4

Getting started

Reliably receiving information by maintaining adequate focus, recalling simple instructions, checking your understanding, and accurately passing on information.

Get started



- Available for free to individual learners aged 11+
- **Awareness:** Videos introduce the skill and its key themes
- **Reflect:** Learners complete questions
- Benchmark highlights top 3 strengths and areas for development
- Downloadable skills report
- **Practise:** Suggested activities
- **Build:** Links to other tools
- **Reflect:** Log in and reevaluate

Benchmark: Key Features

Learner Dashboard

Your **learner dashboard** includes:

- **Skills profile** – see your current skills scores, strengths and areas for development
- **History** – review previous surveys and download Skills Reports
- **Other tools** – links out to the Universal Framework and Launchpad

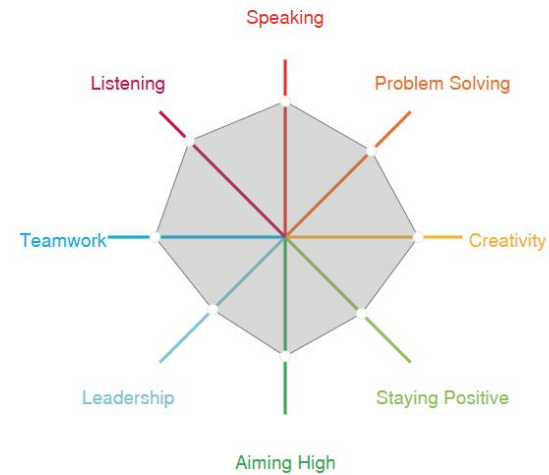
Learner Dashboard

Benchmark yourself against the **Skills Builder Universal Framework** to understand your strengths and development areas in each of the eight essential skills.

Skills profile

History

Other tools



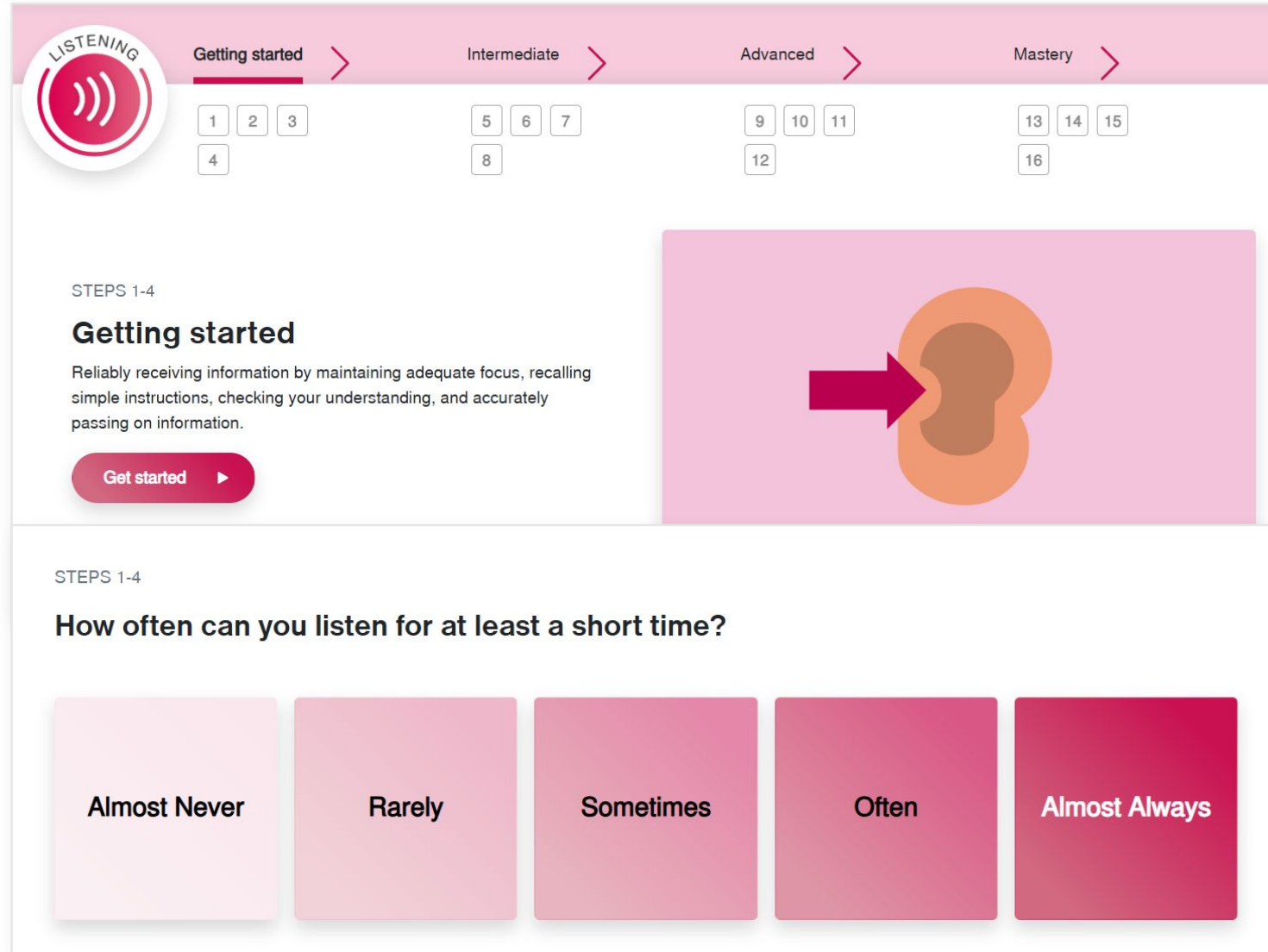
Benchmark: Key Features

Skills Survey

How the **skill surveys** work:

1. Choose a skill
2. Watch a short video to learn about key definitions and concepts
3. Answer questions related to each skill step

If the upcoming stage seems too challenging, you can 'End here' and go straight to your results.



LISTENING

Getting started > Intermediate > Advanced > Mastery >

1 2 3
4 5 6 7
8 9 10 11
12 13 14 15
16

STEPS 1-4

Getting started

Reliably receiving information by maintaining adequate focus, recalling simple instructions, checking your understanding, and accurately passing on information.

Get started ▶

STEPS 1-4

How often can you listen for at least a short time?

Almost Never Rarely Sometimes Often Almost Always

- Evidence essential skills developed
- Demonstrate essential skills applicable to different workplaces
- Identify the essential skills used to complete a brief from an employer
- Relate the essential skills used to a career pathway



Core Theme: Investigate & Explore

Learning Outcome	Learning Objectives
Career Readiness Learners have developed essential skills which will support them to transition to the workplace.	Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework.
	Learners can demonstrate essential skills applicable to different workplaces, including skills required when working in a remote environment.
	Learners can create, develop or design something based upon a brief set by an employer, and identify the essential skills they used.
Exploration of roles and responsibilities Learners have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest.	Learners understand the different routes into employment and understand the differences between pathways.
	Using real life examples, learners can describe the roles of different people within an organisation and talk about what they do.
	Learners can create, develop or design something based upon a brief set by an employer, and relate the essential skills they used to a potential career pathway.
Understanding of growth sectors and the changing economy Learners understand how the local and national labour market is changing and what this might mean for their career choices.	Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors.

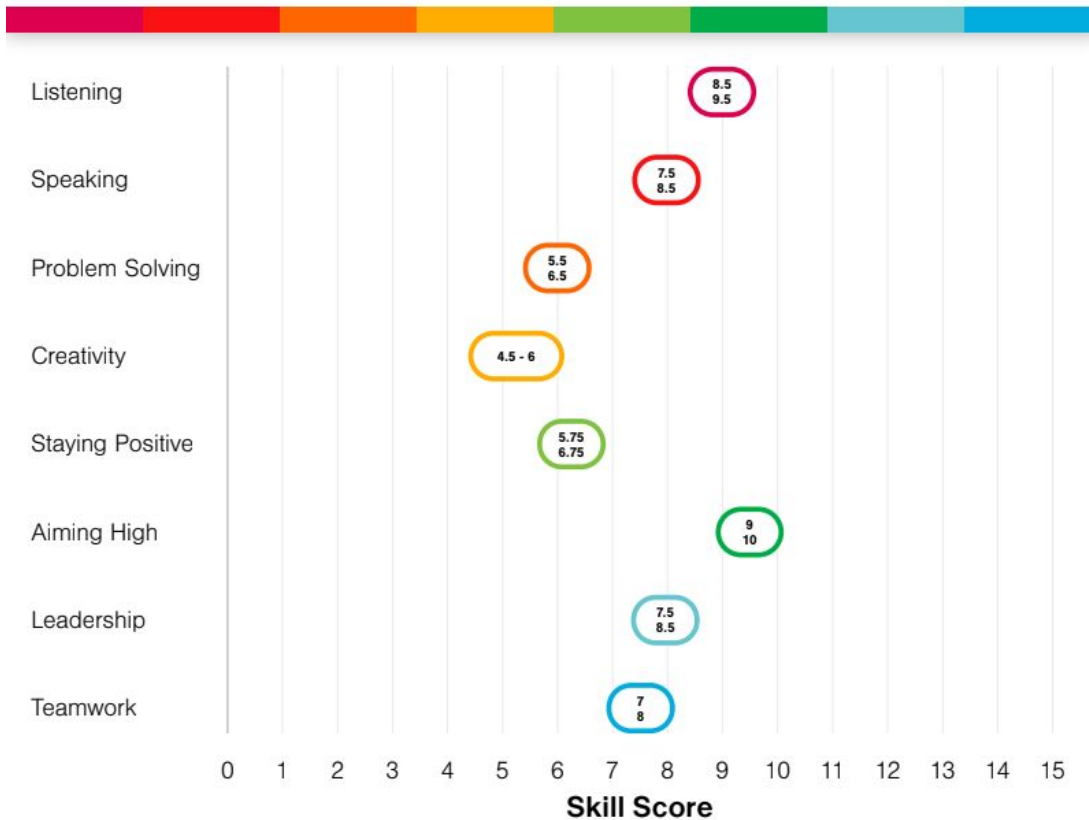
Skills Builder Careers Explorer tool

Build understanding of the skills required in specific workplaces



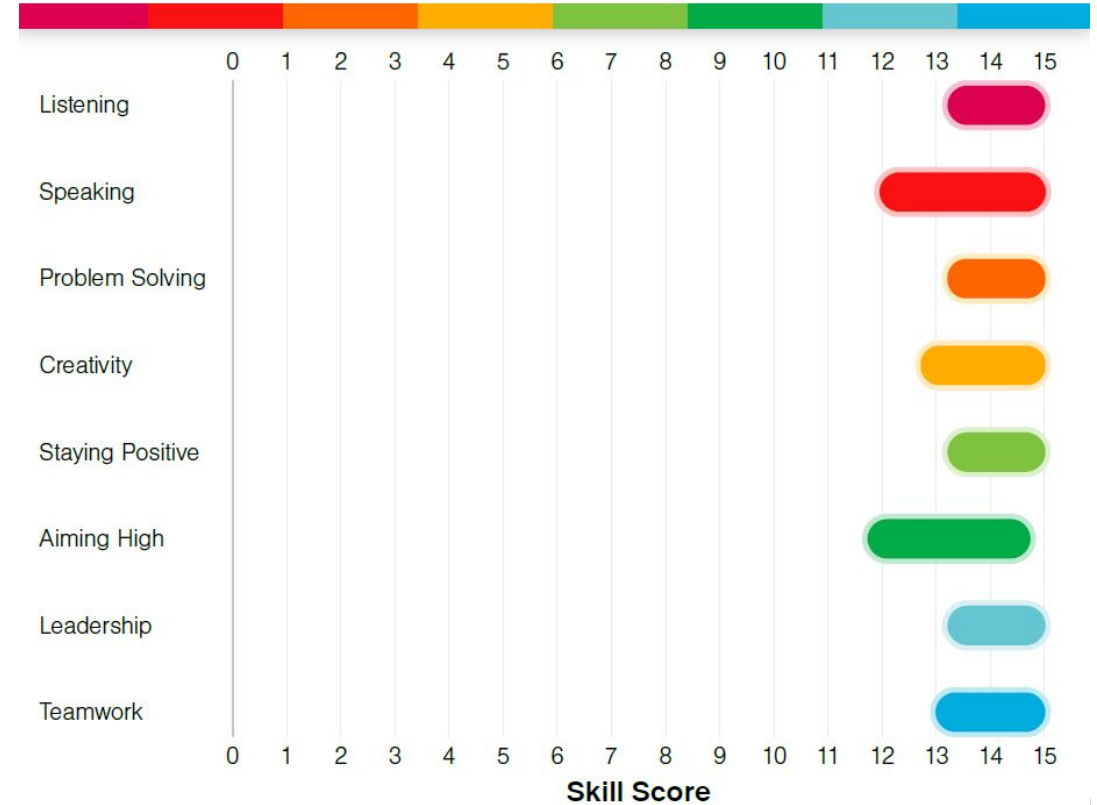
Sales and retail assistants

SOC:7111/00



Surgeons

SOC:2212/14





- Evidence where essential skills have been applied in a workplace environment
- Evidence where skills have been applied in recruitment processes

Core Theme: Apply and Demonstrate

Learning Outcome	Learning Objectives
Applying Knowledge and Skills in the workplace Learners can evidence when they have applied their knowledge and skills within the workplace, can articulate this to potential employers, and can use their experiences to make informed career decisions.	Learners can evidence when they have applied careers knowledge, essential skills and behaviour within a workplace environment, and have received employer feedback on their work.
	Learners can demonstrate what they have learnt as a result of their experience of the workplace and articulate how this will inform their future decision making.
	Learners can evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews or mock assessment centres.
	Learners can compare their experiences of different workplaces and evaluate the impact each has had on their career readiness and decision making.
	Learners can critically assess how their experiences of the workplace have challenged stereotypes and raised their aspirations.

Skills-Based CV Writing Guide

Evidence essential skill development and apply to a specific job role or industry

- The 5-step process detailed in [this document](#) will supports learners to do the following:
 - Identify which essential skills are relevant to their ideal job role or company.
 - Reflect on which essential skills they have and when they have used them successfully.
 - Present their essential skills clearly in a skills CV format.

Drafting a skills-based CV

Step 1 – Researching the job role

The first step towards a successful CV is to research a prospective employer or industry and consider what experience and skills are required for a particular job role or sector.

It is also worth considering an employer's values (for instance, around inclusion and diversity, sustainability or community outreach) to ensure they align with your own.

Step 2 – Connecting the job role to the essential skills

Next, look at the essential skills below. Underneath each skill you will see four skill stages: Getting started, Intermediate, Advanced and Mastery. Next to them are the skill step summaries. What is the employer looking for? Which of these skills relate to the job description? Look at all of the 8 essential skills on pages 2, 3 and 4. Aim to circle 4 to 6 skill stages that are most important for the job.

Don't have a specific job in mind? Circle the skill stages you see as your strengths instead.

Skill Stage:	Listening			
Getting started	Focusing	Recalling	Checking	Retelling
Intermediate	Recognising purpose	Note-taking	Active listening	Questioning
Advanced	Summarising	Recognising tone	Identifying influences	Comparing views
Mastery	Analysing views	Investigating bias	Strategic questioning	Evaluating perspectives

Skill Stage:	Speaking			
Getting started	Sharing clearly	Discussing together	Meeting others	Organising thoughts
Intermediate	Knowing the audience	Choosing language	Expressing self	Using facts
Advanced	Sharing visuals	Communicating sensitively	Speaking engagingly	Adaptive communicating
Mastery	Negotiating	Constructive communicating	Presenting	Inspiring others

Drafting a skills-based CV

Step 3 – Exploring the Interactive Universal Framework

Explore the skill steps that you identified as relevant for your job in the previous activity.

Find the relevant skill stages here

Listening			
1. Focusing	2. Recalling	3. Checking	4. Retelling
5. Recognising purpose	6. Note-taking	7. Active listening	8. Questioning
9. Summarising	10. Recognising tone	11. Identifying influences	12. Comparing views
13. Analysing views	14. Investigating bias	15. Strategic questioning	16. Evaluating perspectives

Explore the steps by clicking on them. Take some time to explore the core ideas A, B and C within the skill step.

Core ideas

A What is meant by open questions

B Why and when open questions are helpful

Consider the reflective questions in the 'Assessment' section at the bottom of the page.

Assessment

Reflective questions for individuals can include:

- What is the difference between open and closed questions, with examples?
- Why and when are open questions more useful than closed questions?
- How can you use open questions effectively?
- When have you used open questions to deepen your understanding?

Drafting a skills-based CV

Step 4 – Completing an essential skills reflection grid

Can you detail examples of situations where you have built or applied the 8 essential skills? The examples you use could be from a range of different contexts such as the workplace, education or wider life (for example, volunteering, fundraising or hobbies), unless stated otherwise in the application guidance.

You will use a reflection grid to structure your example. List the essential skill, skill stage, context and skill steps that relate to the situation, then use the STAR method to provide further detail.

S Situation
Share the context around the situation or challenge you faced

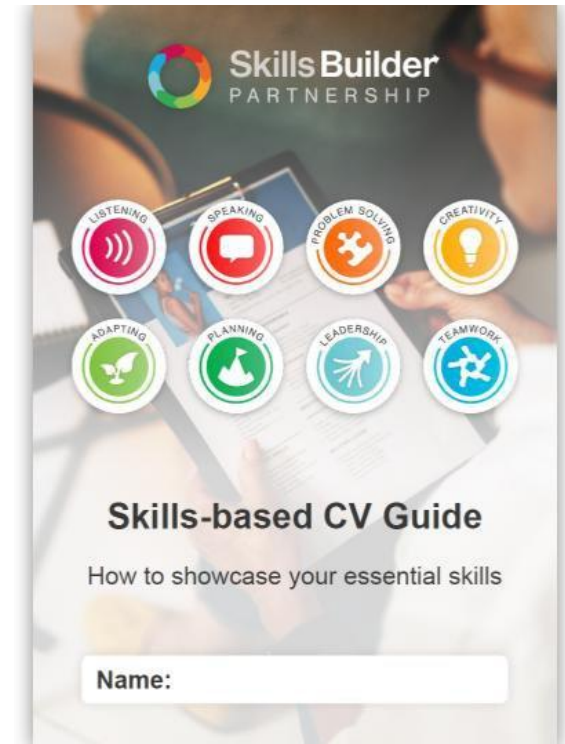
T Task
Describe your responsibility or role in the situation or challenge

A Action
Explain the specific actions you took to deal with the situation

R Result
Share the outcome of your actions

The example below uses colours to highlight the different STAR elements:

Essential skill:	Stage:	Context:
Leadership	Intermediate	Workplace
Skill steps that this situation refers to:	Step 6: Mentoring I use my experience to support others	
Situation where you built or applied this essential skill:	[Situation] Whilst in my role as Retail Assistant at X shop, a new team member was struggling to process a refund transaction for an unhappy customer during a busy shift. [Task] As the more experienced team member, I guided my colleague through the complex transaction to ensure the customer was satisfied. [Action] I approached the staff member and customer calmly, took the lead on the transaction, and verbally advised my colleague on the correct sequence of steps while they watched the process. I then had them repeat a simpler transaction on their own to build their confidence. [Result] The customer left the shop satisfied, and the new team member successfully completed the subsequent transaction without help.	
Star Task Action Result		



Skills-based CV Guide

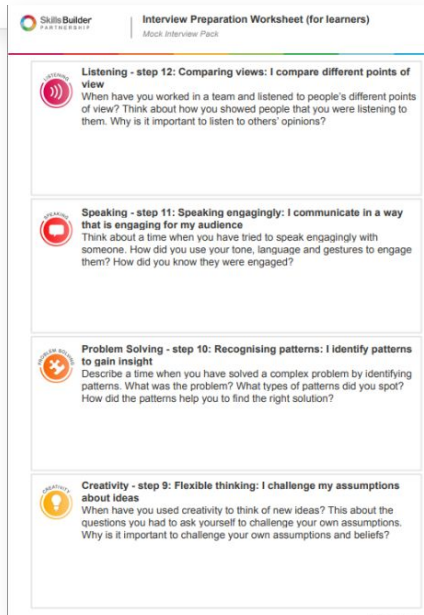
How to showcase your essential skills

Name: _____

Mock Interview Pack

Articulate the application of essential skills in a workplace setting

- [This resource](#) is designed to help educators and careers leaders to organise high quality mock interviews for their learners (age 14+). The pack includes everything they need to organise a mock interview and case study activity, as well as worksheets to support learners to prepare for and reflect on these experiences.

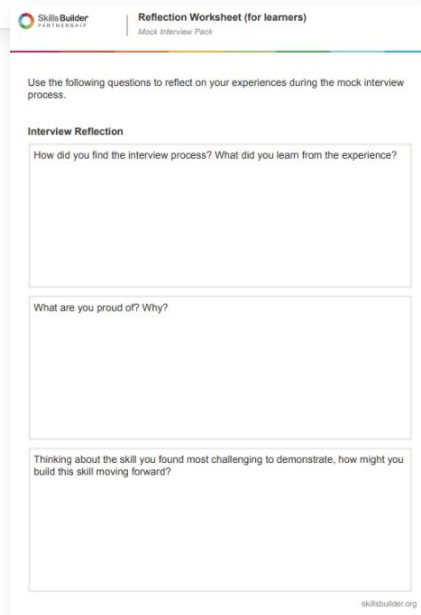


Listening - step 12: Comparing views: I compare different points of view
When have you worked in a team and listened to people's different points of view? Think about how you showed people that you were listening to them. Why is it important to listen to others' opinions?

Speaking - step 11: Speaking engagingly: I communicate in a way that is engaging for my audience
Think about a time when you have tried to speak engagingly with someone. How did you use your tone, language and gestures to engage them? How did you know they were engaged?

Problem Solving - step 10: Recognising patterns: I identify patterns to gain insight
Describe a time when you have solved a complex problem by identifying patterns. What was the problem? What types of patterns did you spot? How did the patterns help you to find the right solution?

Creativity - step 9: Flexible thinking: I challenge my assumptions about ideas
When have you used creativity to think of new ideas? This about the questions you had to ask yourself to challenge your own assumptions. Why is it important to challenge your own assumptions and beliefs?



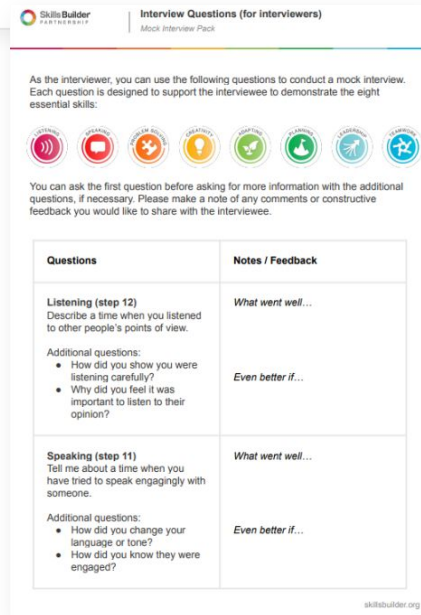
Use the following questions to reflect on your experiences during the mock interview process.

Interview Reflection

How did you find the interview process? What did you learn from the experience?

What are you proud of? Why?

Thinking about the skill you found most challenging to demonstrate, how might you build this skill moving forward?



As the interviewer, you can use the following questions to conduct a mock interview. Each question is designed to support the interviewee to demonstrate the eight essential skills:

You can ask the first question before asking for more information with the additional questions, if necessary. Please make a note of any comments or constructive feedback you would like to share with the interviewee.

Questions	Notes / Feedback
Listening (step 12) Describe a time when you listened to other people's points of view. Additional questions: <ul style="list-style-type: none">• How did you show you were listening carefully?• Why did you feel it was important to listen to their opinion?	What went well... Even better if...
Speaking (step 11) Tell me about a time when you have tried to speak engagingly with someone. Additional questions: <ul style="list-style-type: none">• How did you change your language or tone?• How did you know they were engaged?	What went well... Even better if...



Skills Builder PARTNERSHIP

Mock Interview Pack

Age 14+

Learners reflect on their essential skill strengths and demonstrate them in a mock interview format.

Generously supported by:



skillsbuilder.org

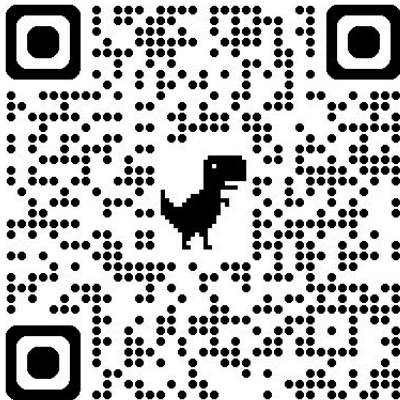
Platforms and resources reflection

Reflect on or browse the resources covered

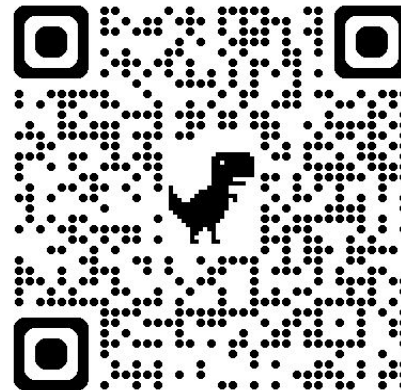
Which would you like to use/try?

What additional support would be helpful to utilise these?

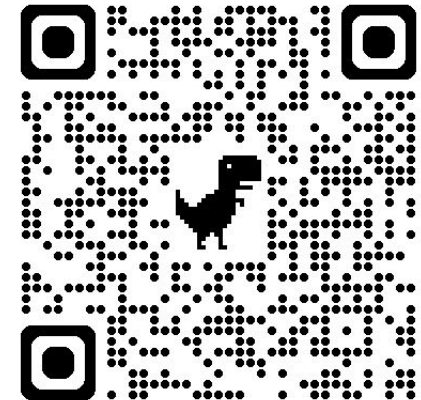
Universal
Framework



The Hub



Benchmark



Examples of great practice



Central Foundation Boys' School

Supports work experience by integrating Skills Builder resources into a dedicated workbook, enabling Year 12 students to set specific essential skill goals and work toward clear developmental objectives during their placements.



Skills Builder
Silver Award



Ryde Academy

Shares the Skills Builder framework with local employers beforehand and using redesigned feedback forms that allow students and employers to explicitly evaluate progress in essential skills during their placements.



Skills Builder
Silver Award

Waltham Forest College



Skills Builder
Gold Award

- Joined the Accelerator programme in 2023
- Tailored skills assessment on navigate as part of induction
- Skills embedded in college tutorial programme
- Skills used to set SMART targets in one-to-one sessions
- Linked to curriculum learning plans and within enrichment
- Essential skills integrated into a bespoke work experience booklet, providing the opportunity for reflection on how these skills were applied
- Supported with essential-skills focused staff CPD

How can you deepen your impact?





4 ways to join the Skills Builder Partnership – **go to skillsbuilder.org/educators** to find out more



Individual Teacher

Start building skills **for free** with your own group of students

Create your free account on the Skills Builder Hub

Access 300+ Short Lessons and a suite of supporting resources

Add and assess multiple groups, and see impact over time



MAT Membership

Take a consistent approach to building skills across your Trust

Work with other schools in your Trust, supported by a dedicated Education Associate

Receive support and training at a Trust and/or school level

Accredit your Trust's provision with a Skills Builder Award
Apply any time!



Digital Membership

Unlock **Premium Resources** to inspire students across multiple cohorts

Access Challenge Days and Projects via the Skills Builder Hub

Add and manage multiple teachers and their classes

Download assessment data and track progress over time



Accelerator Programme

Embed a **strategic approach with support** on our flagship programme

Join a national network of 400+ Skills Leaders

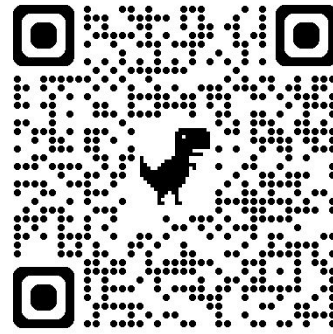
Work closely with our team of teachers on strategy and training

Achieve the Skills Builder Award for high quality provision

Apply from now!



Register your interest



Round 2 deadline

Friday 10 July 2026

There are just 200 fully-funded programme places available for 2026-27.

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**Only 200 fully-funded places available to UK state-maintained schools and colleges in 2025-26.*

Questions & Thank you!

Contact me directly: daniel.langford@skillsbuilder.org

