

# Welcome Career Leader CPD- Spring 2026

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## Headlines

- Reset not a reduction.
- 98% Compass completions!
- Regional average 2.1BM and 2.7 national.
- Lowest scoring BM2 and BM4. No comparisons by CEC.
- Focus of today - BM1 (The 'Gateway' BM) and BM6 changes.
- Looking forward to May CL CPD session – let us know your CPD needs / gaps under each heading and any other requirements.



# Benchmark 1 Focus



Q1.1 Does your school have a careers programme that is underpinned by learning outcomes and sequenced appropriately for your cohort of young people?

# Benchmark 1 Focus

## ‘Learners as Leavers’

(1.2, 1.3, 2.1 and 2.2)

Careers Impact Maturity Model

Theme 1 Careers Leadership, vision and intent, and planning for development (Benchmark 1)				
1.1 Careers leadership and distributed leadership of careers	There is a named Careers Leader.	There is a named Careers Leader who has completed – or is in the process of completing – appropriate Career Leader training. Their role is clear within the staffing structure, and they have sufficient time to fulfil their responsibilities.	Leadership of careers includes a trained Careers Leader with line management at senior leadership level. Additionally, there is sufficient capacity and resources to deliver a strategic careers development plan.	Careers leadership is supported with specific training and is embedded across the staffing structure and within school or special school development planning. Systems and processes support a shared responsibility for delivery of careers across the school or special school, enabled by clearly defined roles and responsibilities.
1.2 Leaders' vision and intent for careers	There is a school or special school vision that refers to preparing learners for their future.	The school or special school vision includes specific reference to preparing learners for their future. There may be a related vision specifically for careers. The vision, intent and priorities for the development of the careers provision are shared with the senior leadership team, governors and staff.	The vision(s) informs the priorities for the development of the careers provision as well as relevant sections of the whole school or special school development plan. Senior leaders, governors and staff understand the vision, intent and priorities for the development of the careers provision.	The vision(s) shapes the priorities for the development of the careers provision and informs all relevant areas of the school or special school development plan. Senior leaders, governors and staff understand and are accountable for achieving the vision, intent, and priorities of the careers provision, in alignment with wider school or special school priorities.
1.3 Strategic careers planning	There is a careers development plan.	There is a strategic careers development plan that includes priorities for the continuous improvement of the careers provision and includes careers roles and responsibilities.	There is a strategic careers development plan that includes priorities for the development of careers provision aligned to the school or special school vision and development priorities. Careers is also featured in the whole school or special school development plan.	There is a strategic careers development plan that is regularly monitored by the senior leadership team and governors that includes priorities aligned to school or special school development priorities. The school or special school development plan features careers within key development priorities as a driver for change.
1.4 Strategic leadership of careers	Careers is discussed with the senior leadership team on an ad hoc basis.	Oversight of careers is led by a member of the senior leadership team, with clear line management of the named Careers	Oversight of careers is led by a member of the senior leadership team. Progress of the strategic careers development plan features	Strategic careers planning and impact evaluation is led by a member of the senior leadership team and is embedded within most areas of the whole school or

March 2024

# Benchmark 1 Focus



**Identify**



**Reflect**



**Assess**



# Benchmark 1 Focus

Vision: (institutional context / intent...)

Focus	Programme / activity	Associated learning outcomes	Evaluation method
<b>E.g. Year 7 or Pathway 1 Awareness</b> <i>I have developed awareness of my strengths and skills and explored information about a range of different sectors and jobs.</i>	<b>Careers lesson</b> – e.g. skills, qualities and behaviours. <i>(If you are accessing resources such as SDSA curriculum builder, Unifrog, PHSE Association or Skills Builder etc – LO will be attached to sessions)</i>	Developing friendships and relationships with others. Being willing to challenge themselves and try new things. Being aware of heritage, identity and values. Being aware that career describes their journey through life, learning and work. <b>Be aware of their passions, skills and work preferences and understand how these could inform their future choices.</b>	Low stakes knowledge checks at the end of topic Observations (achieving pre identified goals) Case study
	<b>Links across the curriculum</b>	Being aware of the range of possible jobs. Being aware that learning, skills, and qualifications are important for career. <b>Be able to make links between their curriculum to skills, pathways and the world of work.</b>	Learning walks / observations with SLT link for careers
	<b>Welcome to the 'careers team' and programme - assembly</b>	Being aware of the sources of help and support available.	FSQ - baseline at start of year 7
	<b>Employer encounter</b> – such as guess my job, emergency services experiences or focus week such as National Careers Week activity	Being aware of the range of different sectors and organisations. Looking forward to the future. Imagining a range of possibilities for themselves in their career. <b>Be inspired and motivated by career opportunities which they may not have otherwise considered.</b> <b>Have a broad knowledge of a range of career opportunities which enable decision making.</b>	Learners present back following encounter, encouraging them to reflect on the learning aims.
	<b>Visit to a workplace</b> – e.g. curriculum visit	<b>Have a broad knowledge of a range of career opportunities which enable decision making.</b>	

# Benchmark 1 Focus

Focus	Example learning outcome	Example mapped activities and encounters	Example evaluation method
<b>E.g. Year 7 or Stage 1 Awareness</b> <b><i>E.g. I have developed awareness of my strengths, interests and skills and have explored information about a range of sectors and jobs.</i></b>	<p>Learners can identify different types of employment and are inspired by career opportunities which they may not have otherwise considered.</p> <p>Learners are aware of their identity and can express their passions and skills and consider how these could inform career choices.</p> <p>Learners are able to describe links between their curriculum to skills, pathways and the world of work.</p>	<p>E.g. ...</p> <p>Careers lesson - The Best of Me</p> <p>Links across the curriculum – National Careers Week focus</p> <p>Employer encounter - Guess My Job</p>	<p>E.g. ...</p> <ul style="list-style-type: none"> <li>- Learner voice</li> <li>- FSQ</li> <li>- Destinations data</li> <li>- Observations</li> <li>- Pre-identified goals</li> <li>- Focus group</li> <li>- Learning walk</li> <li>- Knowledge check</li> <li>- Survey</li> </ul>
<b>A section of overall careers vision / intent</b> <b><i>E.g. Make aspirational and informed decisions</i></b>	<p>KS3 - Learners can identify a diverse range of different sectors and roles and are inspired and motivated by career opportunities and organisations which they may not have otherwise considered.</p> <p>KS4 - Learners have researched and can explain how the labour market is changing and what this might mean for their career planning.</p>	<p>E.g. ...</p> <p>Employer encounter – Speed Networking</p> <p>Employer led workshop – Communication skills</p> <p>Workplace visit – Linked to curriculum and LMI</p> <p>Pathways presentation</p> <p>Labour Market Information presentation</p>	

# Benchmark 1 Focus

**Careers Programme Overview**  
(Academic Year) Name of School

**THE CAREERS & ENTERPRISE COMPANY**

Vision Statement:

Contact:   
Email:   
Telephone:

**Milestones and Learning Outcomes**

**Year 11**

**Year 10**

**Year 9**

**Year 8**

**Year 7**

**Key Events and Experiences**

**Year 11**

**Year 10**

**Year 9**

**Year 8**

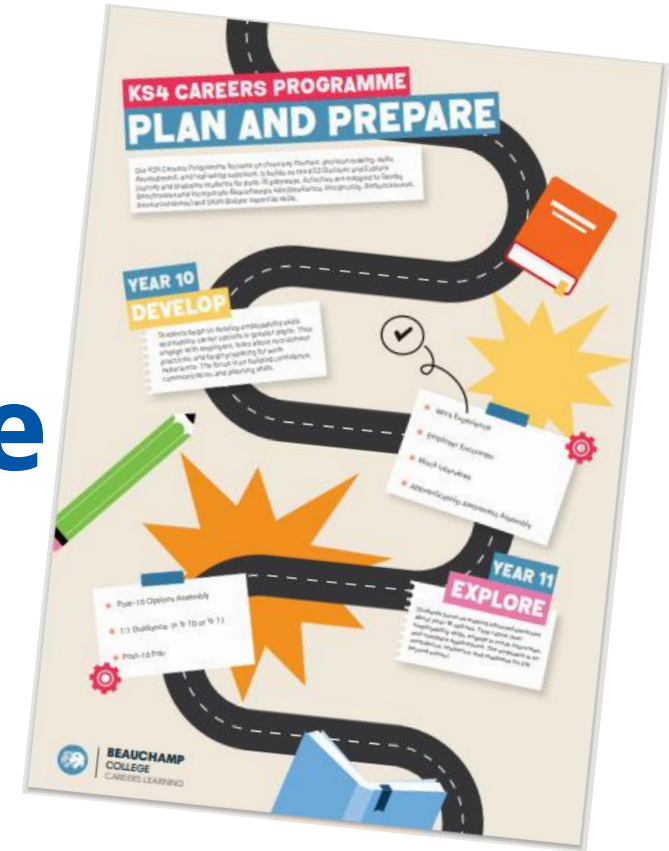
**Year 7**

Inspiring and preparing young people for the world of work.



# Benchmark 1 Focus

## Beauchamp College Alison Spathaky



# Benchmark 1 Focus

## Table Task

Vision / Intent:

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Focus	Programme / activity	Associated learning outcomes	Evaluation method
Year / Pathway			
Year / Pathway			
Focus	Key parent / carer engagements	Associated parent / carer learning outcome(s)	Possible evaluation
Year / Pathway			

\*Consider how to communicate on your website...

# Benchmark 6 Focus



Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks

# Changes to Benchmark 6

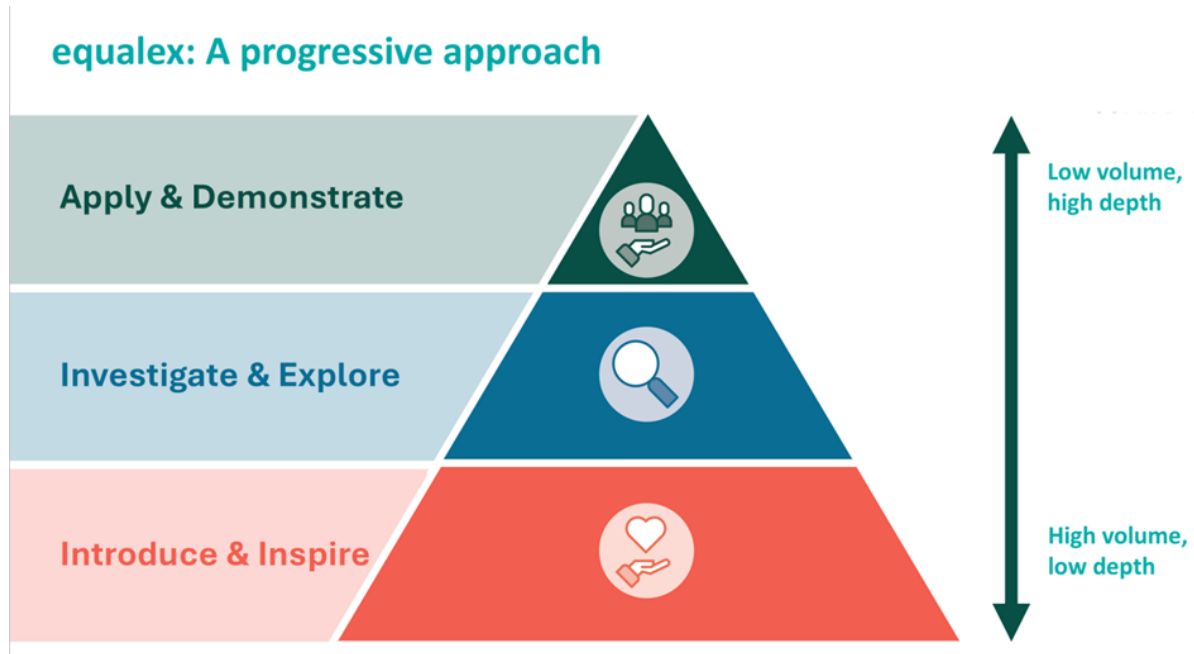


**Benchmark 6** now requires:

- **Two weeks' worth** of work experiences
- By the **age of 18**, every pupil should have **at least one** further **meaningful experience**
- **Meaningful** workplace experiences with clear purpose and learning outcomes
- Focus on extensive, **two-way interaction** between staff and learners
- Experiences to offer insight into **skills, workplace culture, and recruitment**
- **Flexible delivery** – in-person or blended virtual formats are both valid
- Experiences to be aligned to the **strategic priorities** of your school / college

## Benchmark 6 Focus

# Equalex Framework: A Progressive Approach



- A framework developed by Careers and Enterprise and backed by hubs nationwide.
- Made up of a set of progressive learning outcomes underpinned by learner level objectives to support high quality meaningful work experiences.
- Helps build on your current practice.
- Encourages multiple encounters with employers starting from year 7.
- Makes it inclusive for all students.
- Tracks outcomes to measure impact.



# Benchmark 6 Focus



**Reflect**



**Identify**



**Assess**

# Benchmark 6 Focus

- Examples of work experience activities
- Delivery needs to be appropriate for each and every learner
- The phase of learning in which the learning outcomes are delivered will vary
- Aim for experiences to include time at the workplace

Year / Study Pathway	Aim	Approach	Evaluation Method
	<p>Learners have developed essential skills which will support them to transition to the workplace.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Understanding of growth sectors and the changing economy: Learners understand how the local and national labour</li> </ul>	<ul style="list-style-type: none"> <li>• Learners visit the workplace, meet a variety of employers with differing roles. Tour of the workplace highlighting key operations. Learners present their findings to the employer and receive feedback.</li> </ul> <p>Or</p> <p><b>Workplace Insight</b></p> <ul style="list-style-type: none"> <li>• Learners visit a business and explore how that workplace contributes to their community. What services or functions it enables and how they or their family may use the business now or in the future.</li> <li>• Learners meet staff in that business and explore what they do day to day.</li> <li>• The business shares and demonstrates a common workplace task i.e. shop display. The learners take photos and when back at school explore creating their own shop display. Learners re-visit the business building on the relationship and support with tasks they have practised at school.</li> </ul> <p>Or</p> <p><b>Meet the Sector</b></p> <ul style="list-style-type: none"> <li>• Employers representing various sectors visit your institution. In an assembly each sector is given 10 minutes to introduce their area, including future opportunities, desirable knowledge, skills and behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Employer Feedback:</li> <li>• Learner Feedback:</li> </ul>



URBAN  
VIBES  
CLOTHING CO.

The logo features the text "URBAN VIBES CLOTHING CO." in a bold, stylized, hand-drawn font. "URBAN" is in light blue, "VIBES" is in a yellow-to-pink gradient, and "CLOTHING CO." is in pink. A blue megaphone is positioned to the left of the word "VIBES". The entire logo is set against a light gray background with black and pink splatters. On the far left, there is a vertical bar with a black jagged edge on the left and a solid pink edge on the right.

# The Ask

- To deliver a work ready skills session to a group of year 10 students (27 in total)
- For students who didn't secure a self placement for different reasons
- It would form part of a week of encounters with employers, FE providers and apprenticeship workshops
- Delivered in one afternoon
- Access to laptop

# The Collaboration

- Anjali Ravat – Talent Acquisition at Post Office, IBM, Lloyds Pharmacy. Business Volunteer with Wreake Valley Academy
- Lucy Twigger– Early Careers Advisor at Dunelm, alumni of Wreake Valley Academy
- Karen Purdy – Creative Director at Purdy Creative. Business Volunteer with Roundhill Academy
- Additional support from two Dunelm Apprentices



# The Focus

## To keep in mind:

1. Visually interesting to the students
2. A relatable task
3. Quick to start
4. Immediate feedback
5. Practise a key workplace skill

# The Planning

- In person meeting hosted at Dunelm, joined by the Careers Leader from the school – important!
- Brainstormed ideas
- Agreed on a customer service task
- Planned to reconvene online to plan the task
- Online meeting to plan the task
- Agreed roles
- Anji designed the presentation and shared the slides with Karen and Lucy for collaboration and input (strong visuals – authenticity)
- Final online meeting to agree roles on the day



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# Your Team

- Anjali Ravat – Talent Acquisition at Post Office, IBM, Lloyds Pharmacy. Business Volunteer with Wreake Valley Academy
- Lucy Twigger– Early Careers Advisor at Dunelm, alumni of Wreake Valley Academy
- Two early apprentices from Dunelm

# Room Rules

## We will....

- offer you support and guidance
- share top tips on effective communication skills
- there are no silly questions – ask us
- we will listen to your ideas

## You will...

- be open to something new
- give it a try
- be supportive of others



# Today's Objectives

You will be participating in a “virtual work experience” within a new fashion business called Urban Vibes.

You will be working through a real-life situation that requires you to work alongside co-workers in response to a customer.

The objective is to follow the clear directives, respond professionally and demonstrate timely resolve of an issue.

We are particularly looking at developing great communication skills throughout 3 medias - email, telephone & social media.

We will summarise your findings at the end of the session





ELEVATE YOUR STREETWEAR GAME TODAY



A new business of streetwear fashion clothing, young & vibrant products are selling successfully and gaining a great social media following !

# About the Company

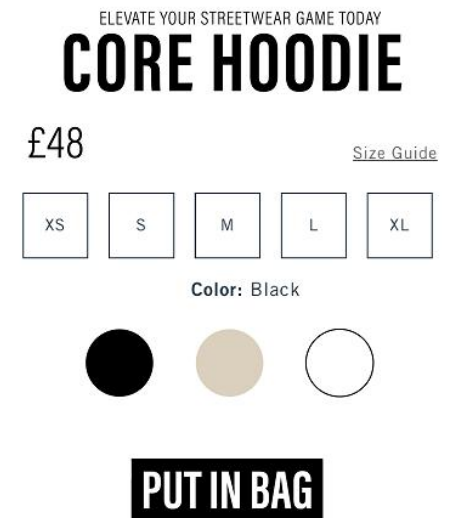
- Urban Vibes is a new business of streetwear fashion clothing.
- We see young & vibrant products are selling successfully and gaining a great social media following !
- The brand is popular with 15–25-year-olds and has a large online presence, limited availability in shops
- A popular influencer has backed the company and sales are strong
- The products are expensive, and the top selling items are the classic t-shirt, core hoodie and latest trainers.
- Customers expect high quality fabrics and production and fast delivery

# Customer Complaint: Incorrect order received?

A customer has contacted UrbanVibe Clothing Co. because they have received the **wrong item**.

They ordered a **black hoodie (size M)** but have received a **white T-shirt (size L)** instead.

The customer is very **frustrated** as this was wanted for a **special occasion** and wants the company to resend the correct item sent quickly.



# Task 1

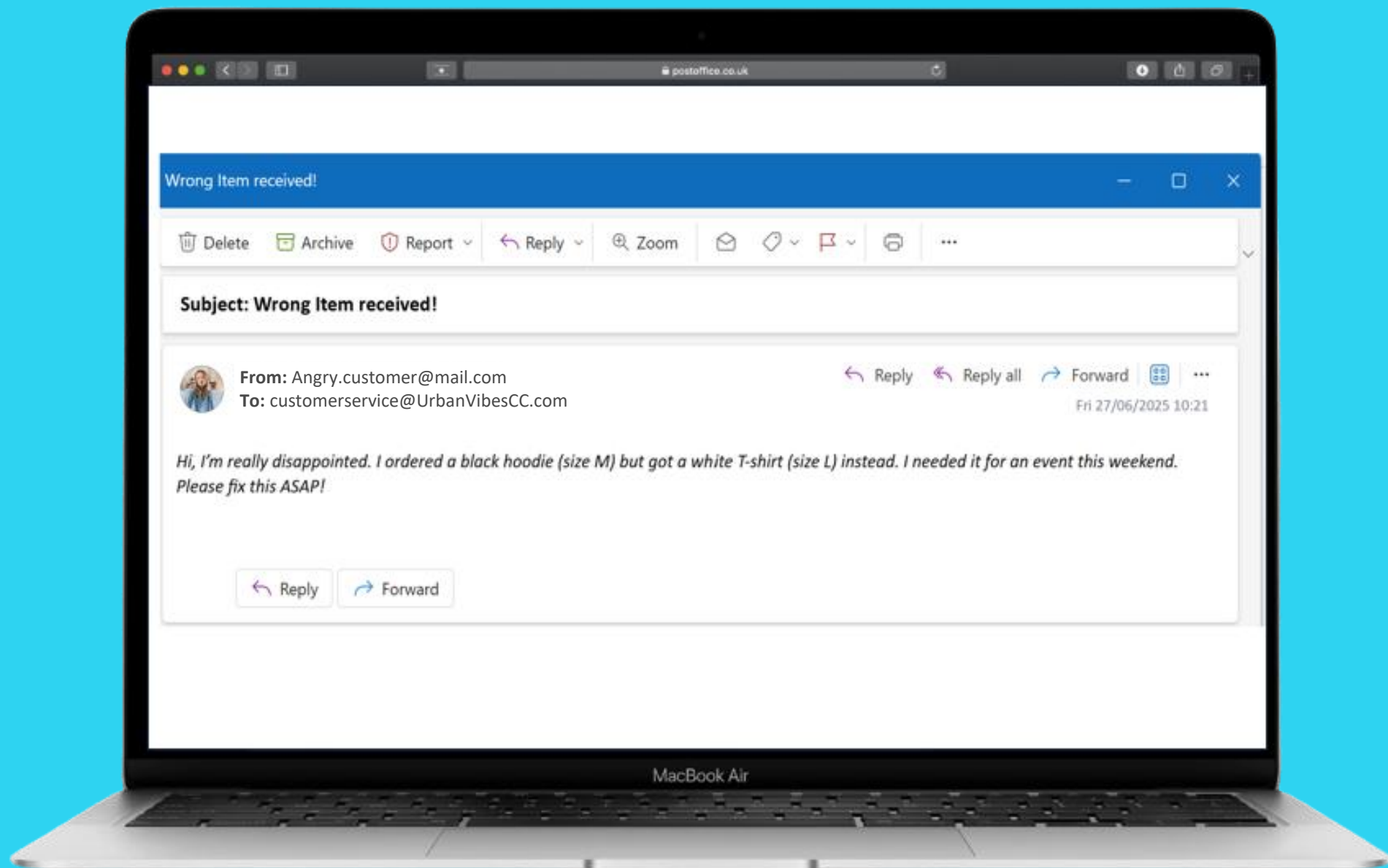
## Email Response

Write a professional reply to the customer's email complaint, acknowledge the main issues stated by customer and clearly set-out how you will rectify the mistake. You have **20 minutes** to write a reply and email **angry.customer@mail.com**

### What to include in your reply:

- Show empathy, apologize for the mistake, and assurance you understand their frustration.
- Ask for all customer and order information to be confirmed (e.g., name, order number, date)
- Confirm the customer can return the incorrect item – As this is the company's mistake, and this is a loyal customer, you will arrange to collect the item within 24 hours.
- Offer a firm solution (e.g., send correct item with express shipping) Confirm how quickly this will happen (e.g; you are using postage guaranteed receipt within 48 hours)
- Confirm finally with the customer is happy for you to proceed this way, or would like a refund?





# How to Structure an Email

- Make sure to include a subject heading – order ref.
- Start with a greeting/ salutation e.g Dear [customer name]
- Address and acknowledge the complaint raised by the customer, with reference to their issues and intention to rectify the situation.
- Show empathy with their frustration and offer your support
- Use formal language and remain professional
- Check for spelling mistakes and grammar
- Be concise and clear with your format, separate different subjects by paragraph to make it easy to read.
- End your email with a conclusion - this would either be to ask for a reply or confirm satisfaction to the resolution
- End the email with a formal sign off such as 'kind regards,' 'best regards,' or 'sincerely' followed by your name
- Consider including an email signature that explains your position as "Customer responder"

# Task 2: Phone Call

The customer is not satisfied with the email response and has called your customer service team. Working in pairs, you have 20 minutes to role-play a phone call to Urban Vibe to discuss the complaint. One student will be the angry customer and the other a representative of UrbanVibes. After 10 minutes swap roles:

**Customer responder should:**

- Answer the phone professionally, politely introduce themselves and ask how they can help
- After patiently listening to the customer, show understanding and apologise for the inconvenience and distress this has caused
- Request details such as name, order date and reference number so you can pull up details on your system
- Stay calm and friendly throughout, you are representing your company and should not show personal feelings
- Explain how the problem will be fixed
- Offer to send a return label or refund

**Top tip:** Use phrases like "I completely understand your frustration" and "Let me take care of that for you."  
Ask follow up questions such as "can I help with anything else?"

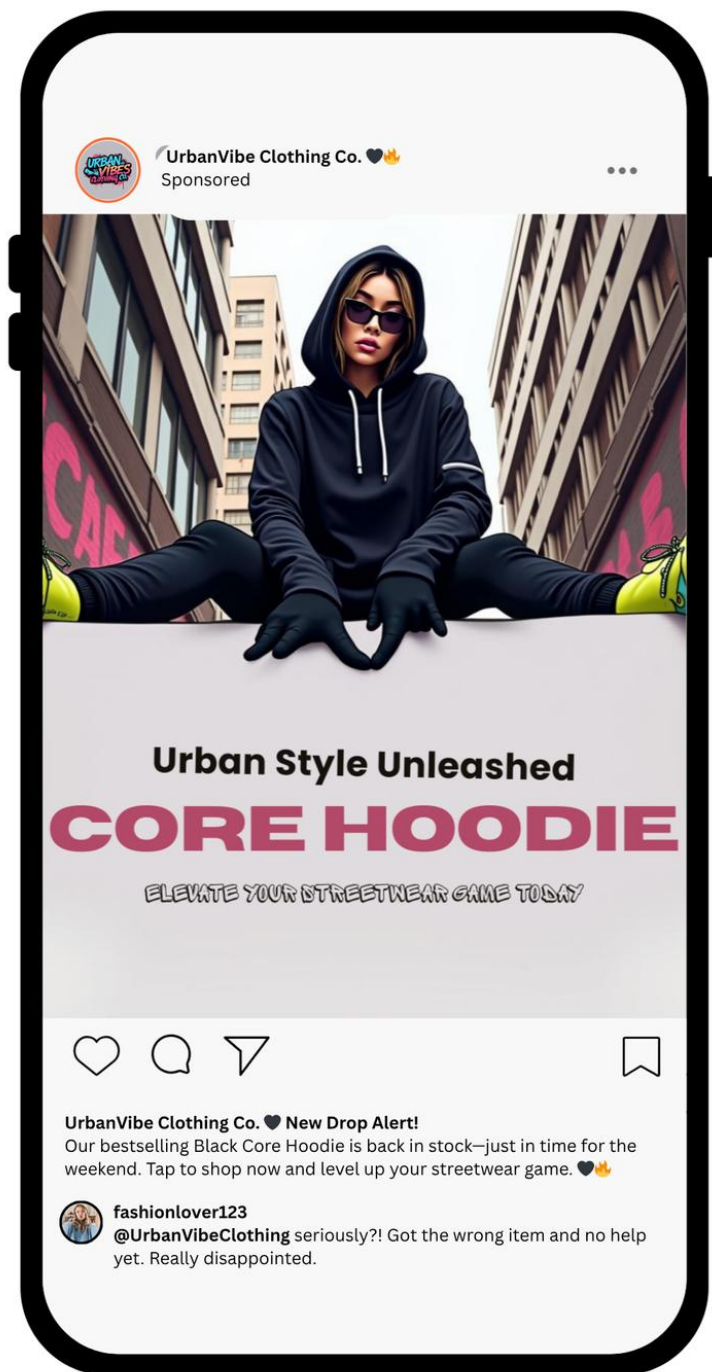
# Task 3: Social Media

The customer is still not happy after the phone call and has noticed you are now promoting the hoodie on Instagram. They have left a comment on your post which is visible to your 125k followers.

Write a short and polite reply to a public comment on Urban Vibe's Instagram page from a disgruntled customer. Your aim is to swiftly engage and make the complaint direct contact, without further bad publicity

## **What to include in your reply:**

- Acknowledge the issue with empathy
- Apologize publicly and offer help
- Ask them to message you privately (DM) to discuss the issue
- Be brief, professional, and empathetic



@UrbanVibeClothing Seriously?! Got the wrong item and no help yet. Really disappointed

Over to you Career Leaders!



# Wrap Up

- What good customer service skills did you use?
- Did you find anything a challenge?
- Did you provide a quick, efficient and customer happy response?
- Has UrbanVibes maintained it's good reputation?
- Would you have been happy with the response as a customer?



# The Feedback

## **Students:**

The task was good

It wasn't boring

The teachers were helpful and interested

I learnt how to write a better email

I liked the email reply

The phone task would be better if real

## **Teacher:**

The students were really engaged

The task was key – they worked hard!

## **Business Volunteers:**

We made a difference

Collaboration was effective and positive

# Benchmark 6 Focus - activity

- Highlight from the example table what might work in your institution
- What evaluation methods would you use

Or

- Enter planned activities and consider the evaluation methods

Year / Study Pathway	Aim	Approach	Evaluation Method
	mean for their career choices		
10-11	<b>Apply and Demonstrate</b>  <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>		<ul style="list-style-type: none"> <li>• Intended student group:</li> <li>• Employer Feedback:</li> <li>• Learner Feedback:</li> </ul>
12-13	<b>Apply and Demonstrate</b>  <b>Learning Outcomes</b>		