

Careers Education in England, 2024/25

The Careers & Enterprise Company

Introduction

This report summarises insights about careers education in England from **331,075** young people, **4,863** schools and colleges, and **783** employers, during the 2024/25 academic year.



“Throughout my time in secondary education and sixth form, I was lucky enough to have an extremely high standard of careers education - one of the main reasons I have made it into a highly competitive apprenticeship, in a career that I love.”

Faris, Youth Advisory Group member

Thanks to all the leaders and practitioners in schools and colleges, strategic and local authorities and Careers Hubs, providers, employers and our partners and funders for your commitment to improving careers education for young people.

Set within the context for careers education, these insights draw on content from The Careers & Enterprise Company (CEC) and other commentators. Together, they highlight how:

- 1| **Careers provision in schools and colleges is improving**
- 2| **Students say they are more prepared for work, but some need more support**
- 3| **Employers are investing in careers education to build future talent**

The scale and depth of data from the careers system continued to grow in 2024/25. This means we can distil insight into how interventions are driving outcomes for learners and employers, chart progress, identify gaps and opportunities.

Last year we also concluded:

- A national pilot of careers education in [primary schools](#)
- A programme to drive a more strategic approach to [parental engagement](#)
- Two [national system reviews](#) of Careers Leader practice
- The first year piloting of [equalex](#) - a new, more flexible approach to work experience, focused on equity and quality for all learners

The report concludes with a “Where next?” section, offering a forward-looking blueprint for the careers system.

The context for careers education

The relationship between careers education and broader education, skills and socio-economic policy remains important. In education, the revised Gatsby Benchmarks were re-amplified last year in updated careers [statutory guidance](#), with strengthened emphasis on inclusion and personalisation. Increasing numbers of students require additional support. [One in five students \(1.7 million - 19.6%\) in England are receiving support for Special Educational Needs and Disabilities \(SEND\)](#) in the classroom - equivalent to an additional 93,700 since 2024.

The challenge facing the careers system is growing. The number of young people aged 16–24 not in education, employment or training (NEET) is now at its [highest since 2014](#), at almost 1 million. [Vacancies](#) for entry-level roles have dropped to a five-year low as companies turn to automation to fill junior positions, amid rising cost pressures. [More than half of employers](#) report rising costs now limit their ability to invest in outreach with young people.

The [Curriculum and Assessment Review](#) and the Government's response, together with the [Post-16 Education and Skills White Paper](#) and [Schools White Paper](#), outline the role careers education plays in helping students broaden horizons, develop transferable skills, gain confidence and bring learning to life. Both highlight the importance of a modern approach to work experience, reframed to meet employers' and students' needs, as a driver of skills development.

Alongside the [Industrial Strategy](#), they also point to the importance of raising awareness of apprenticeships and technical education pathways, as well as improving access to opportunity for young people furthest away from the labour market.

In this context, connecting enrichment activities and careers education helps young people articulate their potential strengths in the workplace. Linking in- and out-of-school activities to common outcomes enables students to build foundation skills such as teamwork, problem-solving and resilience, supporting preparation for work and life.



Headlines for the careers system



1. Careers provision in schools and colleges is improving

There has been a threefold increase in schools' and colleges' achievement against the Gatsby Benchmarks since 2016/17 (from 1.9 to 6.0 on average). Students have more information, more access to employers and apprenticeship providers, stronger curriculum links and more personal guidance.

Progress has been led by Careers Leaders working to national standards, developing their practice with professional training and resources, supported locally by 44 Careers Hubs, delivered in partnership with Strategic and Local Authorities.



3. Employers are investing in careers education to build future talent

More employers than ever are involved with education. Students in 68% of schools have ten or more encounters with employers by the time they leave school.

Employers who offer work experience are 77% more likely to report business benefits than those that don't. Embedding skills in careers education activities leads to employers being twice as likely to report reduced recruitment costs. Employers engaging SEND, Alternative Provision or under-represented ethnic groups are 20% more likely to say their outreach helps develop new talent pipelines. However more employers need to engage, and at greater scale, to achieve the level of improvement needed in the system and ensure equitable access to high-quality work experience.



2. Students say they are more prepared for work, but some need more support

By Year 11, students are in general more ready for work than when they start secondary school. They are twice as likely to understand apprenticeships compared to learners in Year 7 (almost on a par with A-levels) and more than eight in ten have a clear plan for their next step.

But they also tell us there are gaps and they need more support. Those facing barriers typically experience weaker outcomes in careers knowledge, confidence, and essential skills. External research, for example by [YEUK](#) and [Nuffield Foundation](#), also highlights groups of students who are missing out.

The better a school's careers provision is, the more likely its students are to say they are ready for work and the less likely they are to be NEET

Our latest published evidence shows improved careers education results in students making [faster progress in their work readiness and essential skills](#); an estimated [6,000 fewer learners become NEET every year](#), saving the Exchequer £300m annually.

Insight 1

Careers provision in schools and colleges is improving

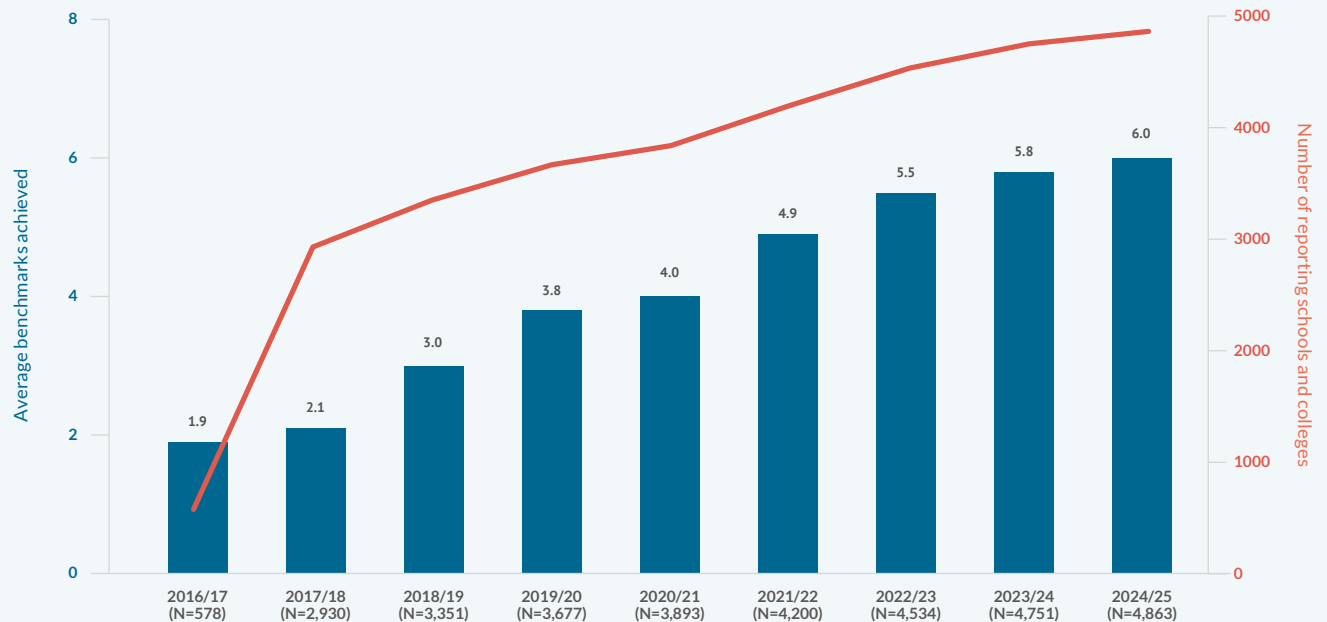
System-wide quality is rising, with gains across all Gatsby Benchmarks

There has been a significant increase in both [engagement and performance](#) across the careers system in recent years. Between 2016/17 and 2024/25, average achievement by schools and colleges against the Gatsby Benchmarks has tripled. The number of schools and colleges self-assessing has increased eight-fold over this period. Schools and colleges now fully achieve an average of 6 out of 8 benchmarks (up from 5.8 in 2023/24), with over a quarter achieving all 8 (Fig. 1).

In practice, this means most students in England are now experiencing high-quality careers education. They receive a structured careers programme that is curriculum-linked, informed by labour market information, enriched through encounters with employers and providers, and supported by personal guidance. This combination, backed by professional consensus and [international evidence](#), provides [a strong foundation](#) for them to make timely decisions about future education, training and employment.

Fig. 1: The number of education settings reporting and the average number of benchmarks achieved has risen steadily since 2017

Average number of benchmarks achieved (column) and number of reporting schools and colleges (line), 2016/17 - 2024/25



Source: CEC Compass evaluation data, end of July 2025 (N=4,863)

... There is good progress across the system, including in disadvantaged schools and for learners facing barriers, but gaps remain

Progress was made [across all types of schools and colleges](#) in 2024/25, including those serving more disadvantaged communities and learners facing barriers.

Schools with the highest proportion of learners eligible for Free School Meals (FSM) achieved the same number of benchmarks as the all-school average. Special schools demonstrated strong performance. Nearly a third (32%) of special schools fully achieved all eight benchmarks, outperforming other institution types.

Colleges achieved on average 6 benchmarks last year. Alternative Provision institutions, which often address specialist or complex needs, achieved 5.3 benchmarks. Both made a modest improvement of 0.1 benchmarks this year.

A growing number of Independent Training Providers are also reporting their benchmark performance (69 in 2024/25). Starting from a lower base, they achieved 4.6 benchmarks, encouragingly improving by 0.7 benchmarks on last year.

Overall performance against each benchmark increased last year across seven out of the eight benchmarks. Improvement was strongest in Benchmark 3 (Addressing the needs of each pupil) and Benchmark 7 (Encounters with further and higher education), each rising by 3%pts. Benchmark 8 (Personal guidance) performance fell slightly by one percentage point to 77%, remaining the fourth highest achieved.

Provider Access Legislation national data shows schools and providers have responded to the enhanced requirements, with growing numbers of learners receiving eligible encounters. However, there is still more to do to ensure all learners (in particular in Key Stage 3) are receiving the specified number and type of encounters in all schools (publication forthcoming).

Schools with the highest proportion of FSM students were more likely to fully achieve Benchmark 7 (62% compared with 53%) and Benchmark 8 (86% compared with 68%) than those with the lowest proportion. These schools that serve the most economically disadvantaged students were less likely to fully achieve Benchmark 6 (Experiences of workplaces, 79% compared with 71%), showing ongoing challenges with equitable access to work experience.

These findings demonstrate progress across different types of institution, with potential for improvement across the careers system.



Meet Kyle*: what the data tells us...



Name: Kyle

Age: 14, Year 10

Location: West Midlands

Background: Eligible for Free School Meals (FSM)

Learner experience

When Kyle started secondary school, he felt unsure about his future. He wasn't alone. In Year 7, **learners eligible for FSM report lower career readiness** (careers knowledge, confidence and skills) than their peers (47% positive responses vs 49% for non-FSM learners), and this gap typically widens by Year 11 (64% vs 69%).

Now he's in Year 10 and thinks he might be interested in sport or construction, but some of his classmates seem to have things more planned out. Learners from similar backgrounds are also **less likely to feel confident in all 8 essential skills**. By Year 11, they are typically 8%pts less likely to feel confident in problem-solving and 7%pts less likely to feel confident in creativity than non-FSM learners.

Without targeted support, some learners feel less prepared to make informed decisions about their next steps.

Role of careers education

Evidence shows that the highest quality careers provision, including employer and provider encounters, reduces the likelihood of young people becoming NEET by around 8% overall, with **double the impact in schools serving highest proportions of disadvantaged learners**.

For Kyle, this means a better understanding of the range of pathways, building the skills and confidence he needs to pursue his next step and make more informed choices.

*Personas are illustrative and informed by aggregated CEC data. They are not real individuals but reflect trends. Kyle exemplifies the experience of an FSM learner in the West Midlands, reflecting the career readiness and interest patterns identified in the data.

Source: The Careers & Enterprise Company (2025). [Insight briefing: Learner career readiness in 2024/25](#)

... A coordinated system is now assuring quality and supporting improvement at scale

Careers education is strongest when coordinated locally across schools, colleges and employers, using consistent frameworks. [Schools engaging with more of the careers system](#) support (Careers Hubs, Careers Leader Training, Compass+ digital tools and supporting students to complete the Future Skills Questionnaire (FSQ) and completing the Careers Impact System internal leadership review) reported higher quality careers education performance (Fig. 2).

The [Careers Impact System](#) and its [National System Reviews \(NSRs\) of best practice](#) provide structured, system-wide oversight and support for improvement. In 2024/25, 1,651 internal leadership reviews took place, alongside 566 peer-to-peer reviews, embedding careers education more deeply into whole-school improvement.

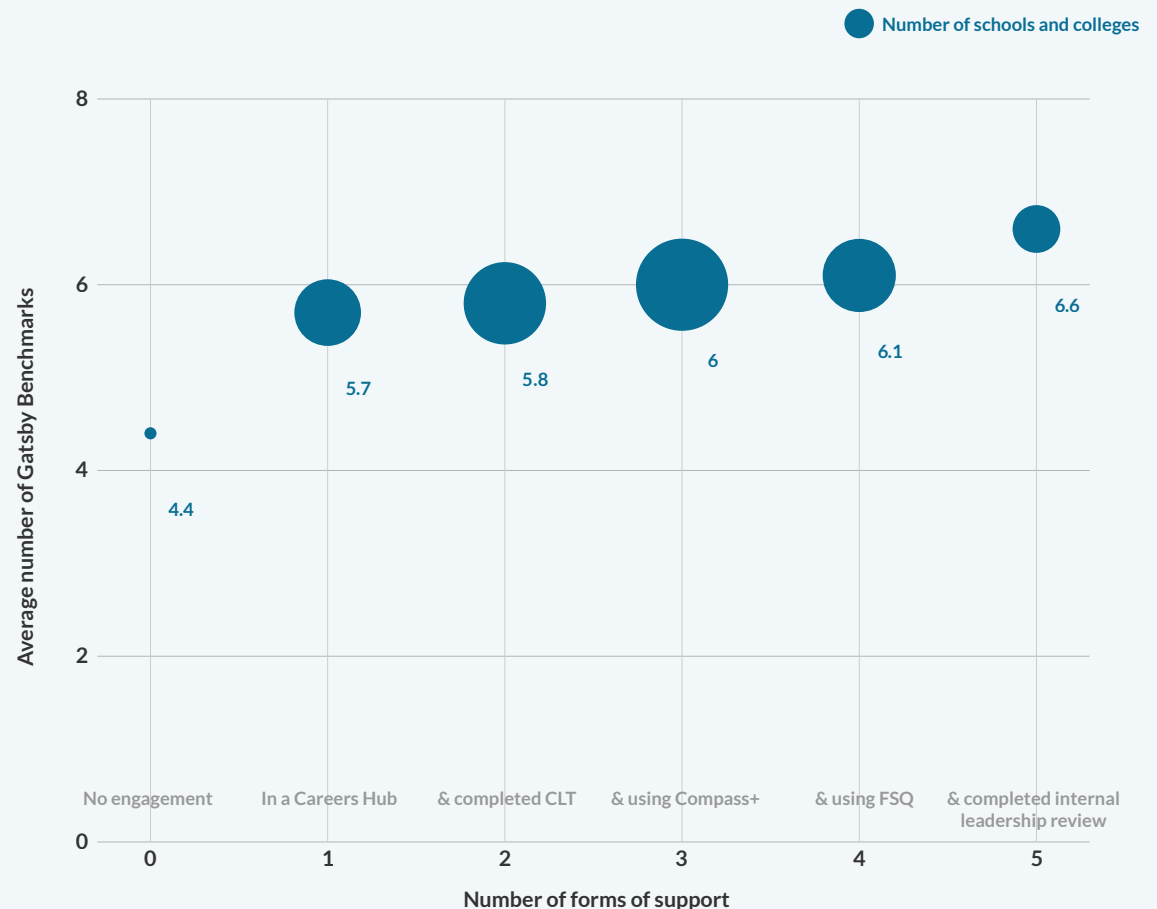
Stronger engagement with Further Education (FE) providers formed a key part of this coordinated approach. Continued improvement in reported encounters with [FE and Independent Training Providers](#) complemented growing learner awareness of apprenticeships and technical pathways.

[Starting early](#) in primary school, [embedding careers in the curriculum](#), and [enabling employers to deliver meaningful workplace experiences](#) all contribute to further sustained improvement. Last year the final primary careers pilot evaluation reported on how a coordinated approach to careers education broadens horizons and challenges stereotypes. Four Careers Hubs piloted consistent quality frameworks for modern work experience from Key Stage 3 onwards. Schools and employers fed back positively. Early positive impact was seen for learners, with greater inclusivity and meaningful engagement for those facing barriers.

Taken together, the evidence last year from education settings showed how a coordinated, joined-up careers system is vital to sustaining improvement at scale and ensuring all students are well prepared for their best next step.

Fig. 2: More engagement with CEC support is associated with higher performance

Average number of benchmarks achieved by all schools and colleges by number of forms of support (in a Careers Hub, completed accredited Careers Leader training (CLT), using Compass+, using FSQ, completing a Careers Impact System internal leadership review, 2024/25)



Source: CEC Compass evaluation data, end of July 2025 (N=4,863)

Insight 2

Students say they are more prepared for work, but some need more support

Preparation for work improves through high-quality careers education

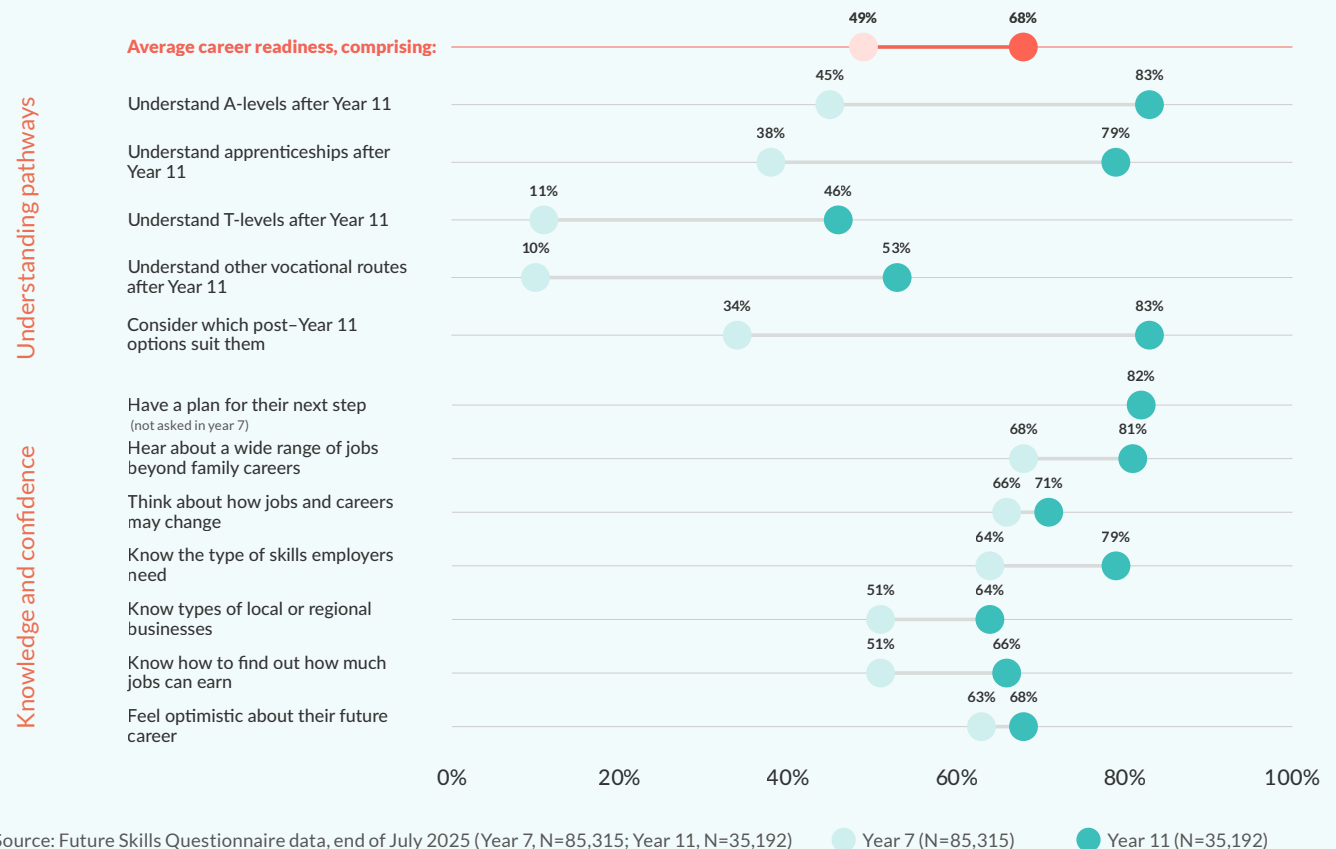
Becoming ready for work involves a young person understanding potential jobs and sectors, the different pathways available, recognising and articulating workplace skills, and having the confidence and knowledge to navigate an evolving labour market.

We can measure readiness through the Future Skills Questionnaire, completed by over 330,000 secondary school students in 2024/25. Last year, average learner [career readiness rose](#) from 49% in Year 7, to 68% in Year 11, with the largest gains occurring at key transition points. Improvements occurred across all areas of knowledge and confidence.

By the end of Year 11, 83% of learners reported they had considered which pathway is right for them. They were nearly twice as likely to understand apprenticeships as those in Year 7, with awareness approaching that of A-levels (79% compared with 83%). 82% had a plan for their next step (Fig. 3).

Fig.3: Learner career readiness improves with age across their school journey

% of learners reporting positively to questions about career readiness, from Year 7 to Year 11



Students' understanding of employer-valued skills (projected to grow in the future by the [Nuffield Foundation and the NFER Skills Imperative 2025 research](#)) also showed improvement over time. Average positive reporting against the [Skills Builder Universal Framework](#) essential skills (such as teamwork, creativity and speaking) was 64% in Year 7, rising to 79% in Year 11.

Young people in education settings with [good careers education progress faster in both career readiness and essential skills](#). Higher career readiness is associated with [choices that are better aligned with labour market needs](#). For example, girls with the highest reported career readiness were twice as likely to consider engineering pathways.

...But some learners are less ready for work than their peers

Despite overall improvement, gaps persist placing some learners at a disadvantage. Those eligible for FSM reported [lower career readiness and weaker confidence across all essential skills](#), including speaking, listening and teamwork. These gaps were evident from Year 7 and persisted throughout secondary education. Similarly, average career readiness at Year 11 was lower among learners with SEND (64%) compared with their peers (68%).

[Gender gaps](#) also persisted. Girls reported higher essential skills than boys across all backgrounds. In the early years of secondary education, FSM girls and boys performed at similar levels, but from Year 9 onwards, FSM girls began to pull ahead, maintaining a lead of between 1 and 4%pts through to Year 13.

Learners with SEND and those in Alternative Provision faced [barriers](#) in accessing careers education and employer encounters. While special schools demonstrated strong performance against the Gatsby Benchmarks, many students with SEND in mainstream settings reported limited exposure to the world of work. Nearly six in ten Year 11 learners with SEND reported that they had not yet spoken to anyone working in a job that interests them, limiting their exposure to employers and opportunities to explore pathways.

These insights were consistent with external research findings, such as from Youth Employment UK's [Youth Voice Census 2025 Report](#) and the Nuffield Foundation's [Grown up? Journeys to Adulthood: Putting Young People's Experiences at the Heart of Research and Policy](#). Both highlighted the need for sustained, targeted approaches that address disadvantage, gender and additional needs, alongside calling for continued improvements in careers education quality, reaching all learners.

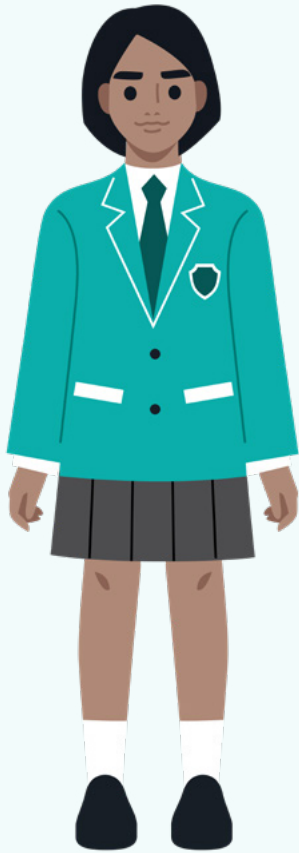
...Educators and employers are strengthening targeted support

Educators and employers increasingly focused their efforts on young people most at risk of poor transitions. Stronger careers provision, measured through Gatsby Benchmark achievement, is associated with [better post-16 and post-18 destinations](#). In 2024/25, nearly [6,000 learners avoided NEET](#) status as a result of improved careers provision. Updated analysis estimated that [careers education now delivers £300 million in annual fiscal savings](#) each year through reduced NEET outcomes alone, showing it to be a small but important contributor to progression, inclusion and economic value.

For students with the greatest need, programmes such as the [Effective Transitions Fund](#) and [Future Ready Fund](#), provided sustained mentoring, employer engagement and essential skills development. A National System Review [identified best practice in driving equity and tackling disadvantage](#) through careers provision.

Employers are also delivering more inclusive and purposeful workplace experiences. [equalex](#), a [modern approach to work experience](#), prioritises students most likely to miss out and ensures experiences are informed by their interests and underpinned by clear learning outcomes. Last year, early [piloting](#) demonstrated encouraging changes in student confidence, skills, and engagement using a structured, progressive quality framework.

Meet Nadia*: what the data tells us...



Name: Nadia

Age: 16, Year 11

Location: London

Background: High-achieving student

Learner experience

Nadia feels confident in many of her essential skills, but choosing a career path feels less clear. This reflects wider patterns. **Girls report higher confidence than boys across many essential skills**, including speaking (71% vs 66% with boys) and leadership (67% vs 59% with boys). However, by Year 11 they are less confident in talking about their skills in interviews.

Girls are more likely to express interest in health (x3 more than boys), education and social work, while boys are more likely to consider construction and building (19% vs 3% with girls), manufacturing and finance.

Without support, **learners like Nadia may narrow their choices**, not because of ability, but because of confidence and perceptions about where they belong.

Role of careers education

Through targeted programmes, such as starting early in primary, including exposure to diverse role models and broadening career horizons, young people can see how their skills could apply across a wide range of careers.

For Nadia, **structured careers education, starting early**, can help her recognise and articulate her strengths and consider pathways she might otherwise rule out. Employers can do more to support targeted preparation for interviews.

*Personas are illustrative and informed by aggregated CEC data. They are not real individuals but reflect trends Nadia exemplifies the gender differences in career readiness and interest patterns identified in the data.

Source: The Careers & Enterprise Company (2025). [Insight briefing: Learner career readiness in 2024/25](#)

The Careers & Enterprise Company (2026). [Employer Standards 2024/25 - The business case for engaging in careers education](#)

Insight 3

Employers are investing in careers education to build future talent

Businesses who engage in careers education see a return on their investment

Evidence from the [Employer Standards](#) showed that employers who engaged strategically in careers education reported clear [business benefits](#). Employers who offered work experience were 77% more likely to report business benefits than those that offered none. Those embedding skills in their careers education activities were twice as likely to report reduced recruitment costs. Employers engaging with SEND students, those in Alternative Provision or under-represented ethnic groups were 20% more likely to say their outreach helps develop new talent pipelines.

Employers reported that well-designed work experience strengthened talent pipelines, reduced recruitment costs and increased early-career diversity. Smaller employers also noted that integrating careers education into business plans increased the likelihood that learners became more career ready. Employers that supported learners to practise application processes were 51% more likely to report learners applying for roles in their business, while those that took time to evaluate their outreach were 40% more likely to report improvements in early-career recruitment.

These findings showed that when employers approached careers education as a strategic workforce development activity, they reported a return on their investment. For them, careers education not only helped young people progress but was a business asset, particularly in the context of rising skills demands and capacity constraints.

...Students show strong interest in key Industrial Strategy sectors and make aligned subject choices

The Future Skills Questionnaire data on student [sector interest](#) showed close alignment with the [Industrial Strategy](#) (IS-8) sectors by Year 11. The most popular sector among students was Creative industries (20% of students interested), followed by Health (16%), Engineering (16%), Construction (11%) and Digital (9%). Subject choices also reflected this interest: A-level entries in Further Mathematics increased by 7.2%, Mathematics by 4.4%, and Physics by 4.3% compared with the previous year; overall STEM entries have risen by more than 21% since 2017.

With larger data sets, career interest can now be considered alongside young people's careers knowledge and workplace skills. Students interested in [Health careers](#) demonstrated higher all-round essential workplace skills and strong awareness of A-level and T-level pathways. Those pursuing [Construction](#) or Engineering careers reported greater understanding of apprenticeships, but reported narrower pathway awareness and were less confident in their essential skills.

Students interested in [Digital](#) and [Creative](#) careers showed sector-related strengths, such as problem-solving and creativity, but were less confident in collaboration and teamwork.

These findings showed students increasingly making subject and career choices reflecting national skills priorities. Sector interest varied by gender, along with differences in essential skills and pathway knowledge, showing room for employers to support.

...And there is more opportunity to boost alignment with the labour market and place

Despite positive trends in learner choices, gaps remained in access to local labour markets. Small and medium-sized enterprises (SMEs) have potential to play a critical role in providing real-world workplace experiences, yet many learners had limited interaction with them. The CEC's SME campaign aims to address this, offering solutions for time-poor smaller employers.

Regional differences in learner careers knowledge and skills were evident. For example, Year 11 learners in the North East reported lower confidence than peers nationally in key essential workplace skills, such as adapting (-4%pts), listening (-3%pts), and creativity (-3%pts). They were less likely to understand A-levels (-8%pts) and more likely to understand apprenticeships (+3%pts).

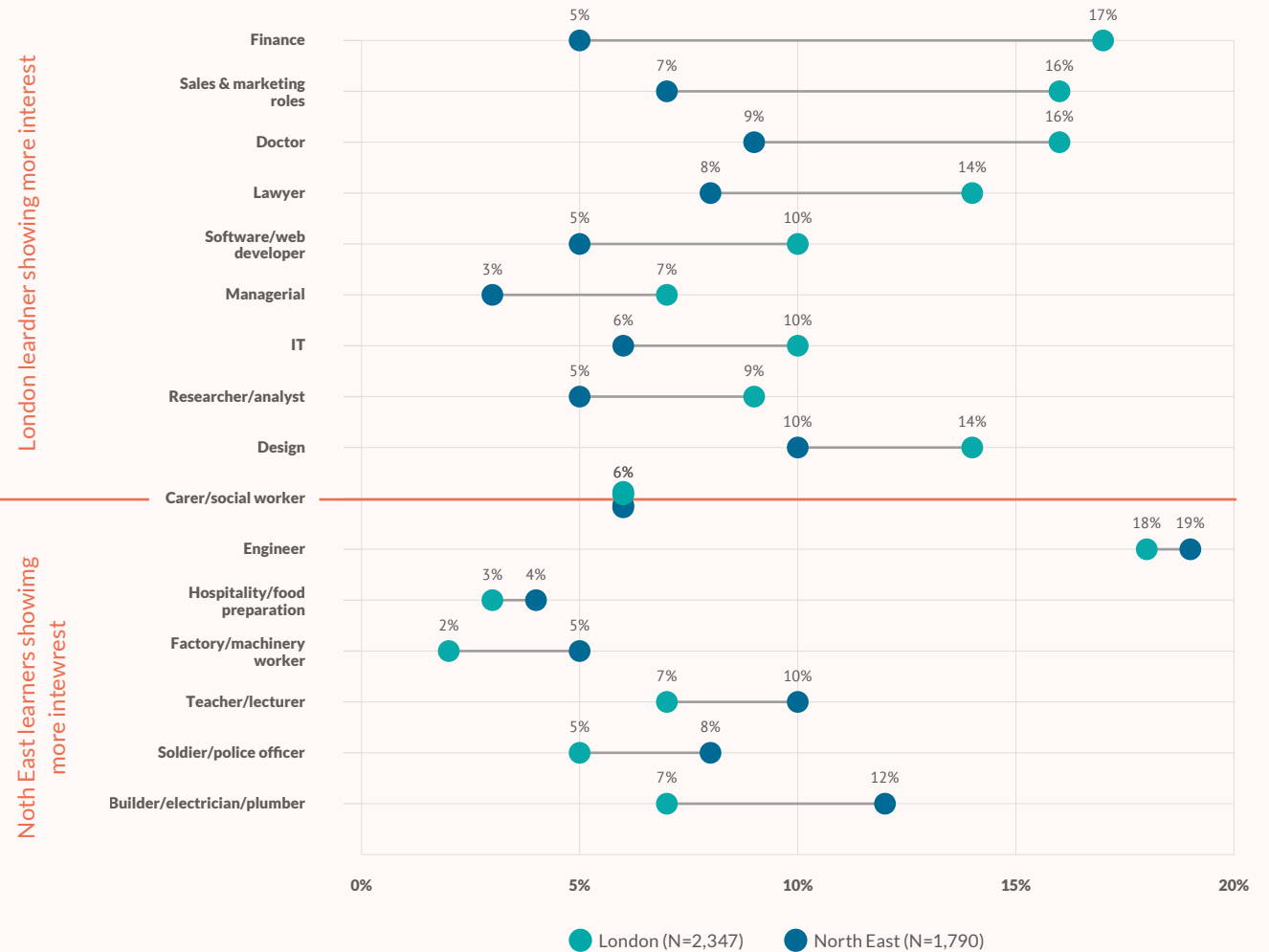
Students in the North East expressed stronger interest in Engineering (+1%pt), Construction (+5%pts), and vocational pathways, compared with learners in London, who were more likely to choose finance (+12%pts), sales and marketing (+9%pts) and professions like law (+4%pts) and doctor (16%pts)(Fig.4).

Modern work experience **pilots** in four Careers Hubs last year targeted their approach locally. Careers Hubs mapped local employers, coordinated workplace visits and supported curriculum-linked activities, widening opportunities for disadvantaged students, while strengthening sustainable employer partnerships.

There are encouraging signs of alignment between student aspirations and the labour market, but further work remains to ensure equitable access and fully-localised impact.

Fig. 4: Learner career aspirations differ between London and the North East, particularly in relation to professions and commercial roles

% of learners indicating interest in each role in London and the North East, Year 11



Source: Future Skills Questionnaire data, end of July 2025 (Year 11, London N=2,347; North East, N=1,790)



Meet Ash*: what the data tells us...

Name: Ash

Age: 15, Year 11

Location: Coastal town, North East

Background: No one in Ash's family has been to university

Learner experience

Ash has grown up surrounded by local industries. Ash has a clear picture of apprenticeships and jobs in engineering or construction but is **less clear about academic, commercial and professional pathways**. This reflects wider regional patterns. Year 11 learners in the North East are more likely to understand apprenticeships (+3%pts) and less likely to understand A-level pathways (-8%pts) than the national average.

Without targeted support, learners may have narrower exposure to the full range of pathways and careers available to them.

Role of careers education

Through support from the Careers Hub and targeted interventions, such as the Effective Transitions Fund, harder-to-reach learners have participated in **structured work experience** and guidance activities with local employers, particularly SMEs.

For Ash, these activities help **broaden horizons, strengthen essential workplace skills** and connect to local opportunities and national pathways, ensuring geography does not limit ambition.

*Personas are illustrative and informed by aggregated CEC data. They are not real individuals but reflect trends. Ash exemplifies the experience of a learner in the North East, reflecting the career readiness and interest patterns identified in the data.

Source: The Careers & Enterprise Company (2025). [Insight briefing Learner career readiness in 2024/25](#)

The Careers & Enterprise Company (2024). [Effective Transitions Fund](#)

Where next?

The evidence in this report shows a careers system in England that has strengthened in quality, scale and consistency. At the same time, gaps exist and challenges persist.

There is an opportunity to further grow the system to become fully responsive to the range and depth of learner and employer needs. A 5-point blueprint for the careers system is outlined below.

Cement a firm foundation of quality careers education for all learners

The updated Gatsby Benchmarks, reflecting the needs of the next 10 years and enshrined in [DfE statutory guidance in 2025](#), offer clear impetus for an inclusive, high-quality and personalised approach to careers education. With 94% of schools and colleges assessing themselves against these more stretching requirements, the benefits of good careers guidance are expected to increase.

Using the Careers Impact System to continuously improve and learn from peer review, education leaders can bring careers into a whole-school improvement context and go further to identify and meet the needs of their learners.

Use modern work experience to build essential skills

Employers and educators, supported by the CEC, are starting to deliver on the Government's commitment to two weeks' worth of work experience through the equalex [modern work experience framework](#). When integrated into a high-quality, structured careers programme, work experience builds confidence in essential workplace skills and improves understanding of career pathways.

[Helping all employers](#) adopt inclusive, structured approaches to engaging with careers education, means young people (especially those facing barriers, such as those in Alternative Provision, with SEND or eligible for FSM) can improve confidence and essential skills, while businesses also expand their talent pipelines. Social value in procurement also offers a powerful lever to incentivise businesses to invest in workforce development, through work experience, not least in sectors with identified skills gaps.

Identify and address need early

Gaps in careers knowledge, confidence and essential skills emerge early and often persist through education. [Starting careers education in primary schools](#), as part of a universal offer, helps broaden horizons, keep options open and enables early engagement with parents, including understanding how societal bias and stereotyped thinking can hold back their children's ambition.

In secondary education, early identification is key because students [can fall behind quickly at transition points](#), affecting engagement, motivation, and employment prospects. CEC's new [OnTrack+](#) feature, available to all schools from Key Stage 3, supports a whole-school approach to identifying emerging needs and delivering inclusive support. This aligns with schools' increased responsibility to ensure every student has a clear, supported post-16 destination.

Support emerging sectors and employers to prepare for future skills needs

Student interests and subject choices are increasingly aligning with priority sectors and this is [evident in health, creative industries and construction](#). Alignment with local skills plans is essential but so too is the need to focus on industries that operate nationally and across regional boundaries.

The Industrial Strategy offers that catalyst for join-up between national, sectoral and local approaches. [Employer Standards](#) offer an evidence-based, simple national framework for careers outreach that leads to improved talent acquisition. The 44 regional Careers Hubs provide a [model for growth sectors](#) and workforce plans to develop future pipelines. [Sector Plans](#) can also be instrumental in incentivising and supporting small and micro businesses to engage as part of a simplified skills system.

Bring enrichment and careers agendas together for learners

The Government has announced plans for universal enrichment, expanding the horizons of young people in every region. Careers education sits at the intersection of education, employability and personal growth. Work experience and a range of other, in- and out-of-school activities contribute to bringing learning to life.

Careers education and enrichment both contribute to building essential skills for young people's futures. There is opportunity to use practice and core infrastructure from the careers system to support national oversight, local coordination and monitoring of a future enrichment offer.

Join-up also offers potential for learners to draw on system data to create a more personalised tool for recording and reflecting on careers experiences, to help them evidence and articulate their strengths with employers.



Glossary

Careers Leader

The strategic leader responsible for setting the vision, direction and overall development of careers provision in schools and colleges.

Careers Hub

Partnerships between the CEC and Mayoral Strategic and Local Authorities connecting employers to young people through education.

Careers Impact System

A process that drives continuous improvement in the quality of careers education in schools, colleges and Independent Training Providers.

Career readiness

A measure of a young person's career knowledge, skills and confidence.

equalex

A national framework to ensure work experience for young people is equitable, high-quality, and purposeful.

Employer Standards

A framework and tool for employers of all sizes and sectors to maximise the impact of their engagement with young people.

Essential skills

Eight transferable workplace skills, mapping to the Skills Builder universal framework.

Gatsby Benchmarks

Eight nationally recognised standards of world class careers education.

NEET

Not in education, employment, or training.

OnTrack+

Helps educators to identify emerging support needs for learners in Years 7-11, strengthening sustained learner engagement and post-16 transition.



THE CAREERS & ENTERPRISE COMPANY

[Our Impact](#)

[Our evidence](#)