



CST Webinar: Careers, Curriculum and the Honest Experiment

A working account of experiments, scuffed knees, and what we'd do differently

Careers, Curriculum and the Honest Experiment

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The Conveyor Belt

There are approximately **700,000 young people in every year group** in the UK. That conveyor belt doesn't stop. A careers fair in a well-connected school in a prosperous postcode is not a careers strategy. It's a coincidence of geography.

Lloyds built this with two non-negotiables: **Purpose** – three missions that are genuine – and **Scale mechanics** – something for every child regardless of school, postcode or social capital.

Mission 1

Find and develop future Lloyds talent

Mission 2

Surface and develop the talent our SME customers need

Mission 3

Help young people attain stronger earnings potential and financial stability



What That Looks Like In Practice
In 2025 we supported
over 120,000 students.

25K

Behavioural Skills

30K

Workplace Experience

65K+

Navigating Careers

The number matters less than the design principle behind it.

Scale Is A Partnership Condition

Lloyds can build for scale. But scale only activates when trusts make specific structural decisions.

→ Opening the door

A skills stack reaching 1,000 students in a day requires a trust that has opened that door

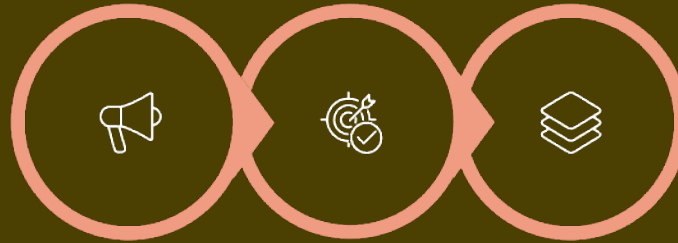
→ Reorganising around possibility

Networked classrooms delivering simultaneously across cohorts requires a trust that has reorganised around that possibility

→ Sharing what it knows

Precision targeting requires a trust willing to share what it knows

⚠ Scale without targetting is ineffective. Targetting without scale often translates as rationing.



Scale

Targeting

Scale +
Targeting

A photograph of an old, cracked map on a wooden surface with a brass compass resting on it. The map is aged and yellowed, with visible cracks and some faint markings. The compass is a classic brass design with a ring and a needle. The lighting is dramatic, highlighting the textures of the wood and the map.

CLUSTER 1

The moment
someone took
the map away
from us.

The traditional careers map has collapsed



Traditional careers education was built on a premise: **name the destination, build the path.**

That premise has collapsed quickly..

Roles that emerged five years ago are already disappearing. We cannot name with confidence what a Year 7 student will need at 22.

⚠ The problem isn't that the map is out of date. The map-making model is broken. Updating the destinations doesn't fix it.

Patterns emerging that are unlikely to reverse

If you can't anchor to destinations, anchor to what holds regardless.

Skills that are hard for AI to replace

The SkillsBuilder essential skills framework. Human capabilities that compound in value the more AI absorbs the rest.

Can be developed over time but not trained. When missing in candidates, employers need to decide whether to invest for long term or seek someone closer to their ideal

Self-driven learning velocity

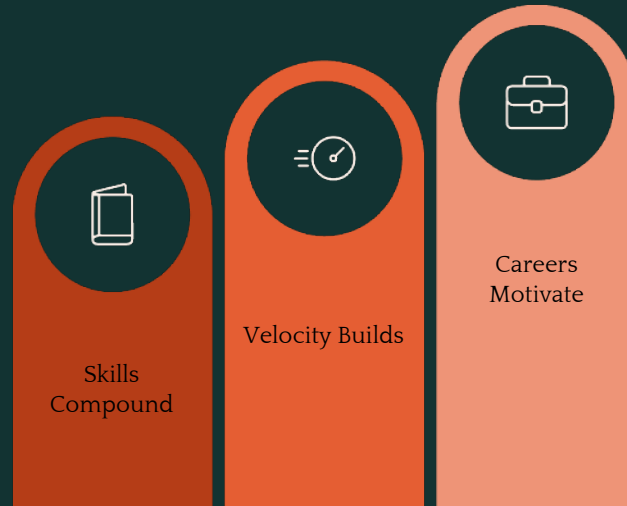
Employers expect individuals to surface their own gaps, locate their own development and execute against it. That is a muscle. It doesn't appear at 18. It has to be built.

In today's labour market learning is no longer something provided to you. You are expected to know what you don't, but need to know, take responsibility for closing that gap and invest continuously in your skills throughout your career.

Which Is Why It Has To Start Earlier

Both anchors require time. Essential skills compound through repetition across years. Learning velocity is a reflex developed over time, not a switch flicked at 16.

This is the logic of Equalex. This is why the flywheel runs **Year 7 to Year 11**.



What we often see: insulating Year 11 from careers input at the moment it should deliver its highest value.

The student who can see where they're going has a reason to get the grades. Y12 carries the weight of catching up for a missed year.



The Scuffed Knee

We got this wrong too.

We designed interventions for the students easiest to reach at the moments schools had capacity to receive us. Scattergun - different students every time, little integration or consolidation. Everything that teaching isn't.

Now we build continuity flywheels. Know the transition outcome, work backwards to the earliest intervention. Multiple contacts over multiple years. . Everything integrates & consolidates.

Unless you guide employers they will design what they think is best.

Design the progression first. Then populate it.



CLUSTER 2

The Shadow Curriculum

The Legitimate Objection

The concern is legitimate.

The curriculum is full. The exams are fixed. Every new demand arrives as an addition to an already impossible load.

We are not going to pretend otherwise.

The reframe

The question is not how to fit more in.

The question is
how to get more
out of what is
already there.

The Historian

HISTORY

Lloyds Banking Group may not be primarily seeking employees with detailed knowledge of the causes of World War Two.

But we absolutely need people who can **interrogate incomplete evidence, form a plausible hypothesis, identify conditions to test it, and use inference to reach defensible conclusions faster than waiting for certainty.**

That is what a history student does every lesson. Skills and knowledge are interlinked.

Is anyone
telling them
that?



and is anyone figuring out how these skills translate in an AI mature workplace?

The Translation Layer In Practice

Employers can help to provide the translation layer - answer that awkward 'why do I need to know this' question



Sugar CAT Café

A three-hour business simulation. Students are consultants to a cat café in Cornwall. Teams, constraints, real problems, creative solutions, pitch. The employer context makes the skills visible in a way the classroom alone cannot.



The Food Truck Festival

Curriculum-aligned to GCSE Business Studies. The simulation is the lesson, not an addition to it.



Me@23

Financial capability riding on mathematical concepts already being taught. Abstract numerical reasoning translated into lived financial decisions.

The Co-Construction Model

Employers lack the skill resource and time to understand curriculum as well as educators. But they do know what skills are not showing up in recruitment cycles.

A shadow market of companies will build, market and sell solutions to employers - this removes money from the system. Funds are spent on marketing rather than reaching students.

With TLT we built it the other way. The trust named the problem.

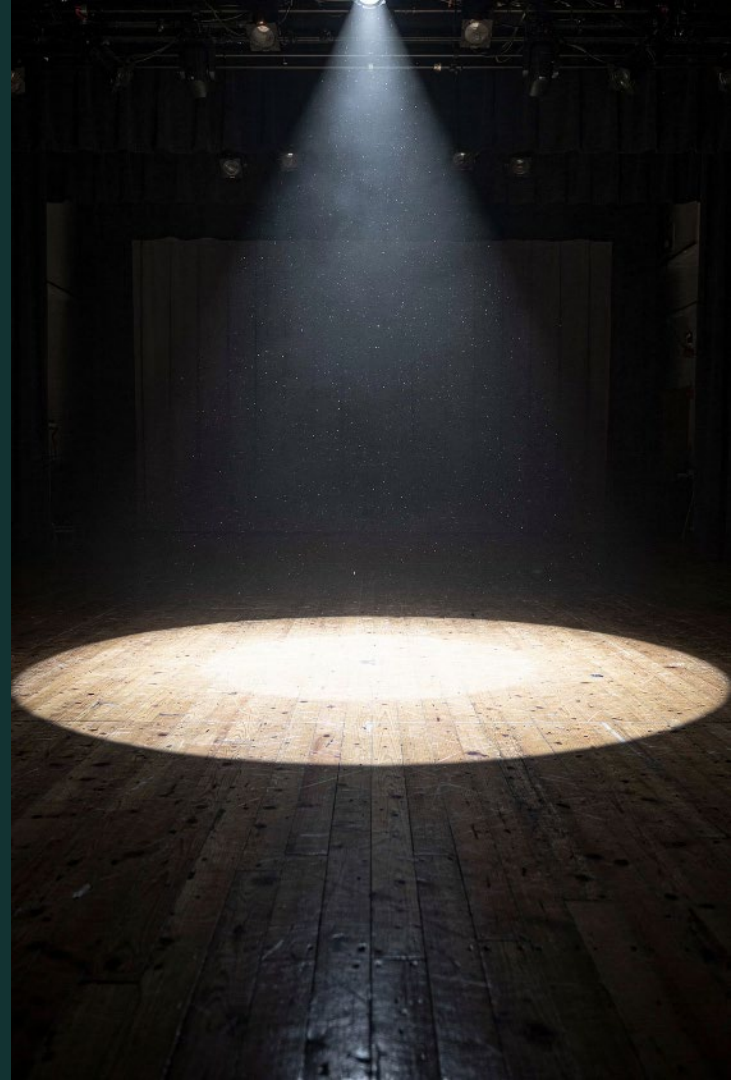
The employer provided infrastructure and content. Educators trusted it because they had a stake in designing it.

Every subject already contains the skills employers need. The job is not to add more.

The job is to mature those skills to best degree possible, to close that gap between employer expectation and student reality.

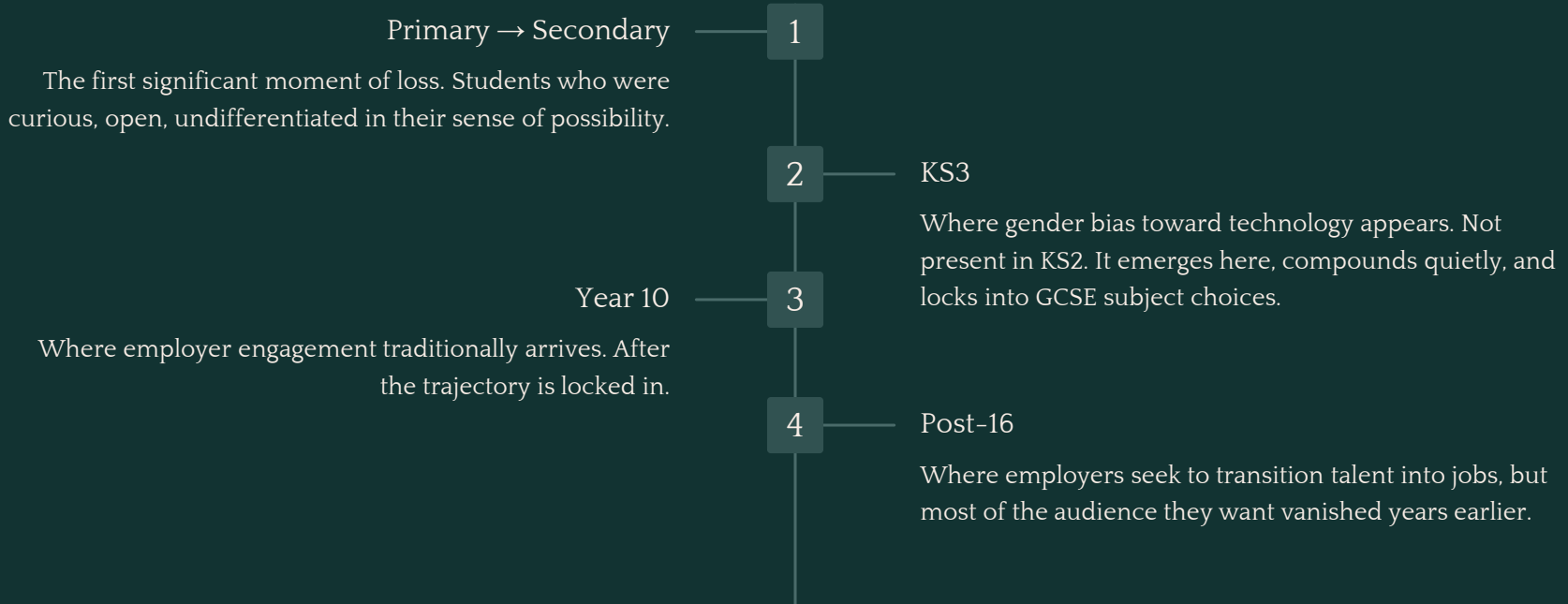
CLUSTER 3

Present. Not Present.



Some students become invisible to employers

The drift starts long before anyone notices. Take women in technology for example. *16% of girls see themselves in technology. 82% of jobs require it. Females are underrepresented in maths chemistry, DT, computing and engineering where just 7% of Engineering T level are female.*



The Proxy Problem for employers

A flawed measure

Employers who care about social mobility reach for the most available measure – free school meal eligibility. The intention is right. The outcome is perverse.

High FSM schools are oversolicited. Meanwhile schools with lower FSM percentages but high concentrations of students with gaps in social capital receive nothing.

Schools have rich information employers don't have. In the absence of that information employers use proxies with inadvertent consequences.

Showing up too late

Fragmented family structures. Health-related absence. Limited social networks. No working adult in the household. Issues schools are grappling with from primary.

Careers traditions have inadvertently trained employers to show up late. CV writing. Interview skills. Year 10 work experience.



Could earlier interventions with employers aid the persistent absence issue in Y10 & beyond?

What Trusts Actually Know



A trust holds something no employer database contains: **cross-sectional intelligence on individual students** – attendance, social capital gaps, family context, pastoral history, teacher observation. With TLT and Trinity MAT we built a different model. Lloyds produces the intervention.

The trust produces the targeting infrastructure. Students reached are the ones whose contextual profile identifies a genuine gap.

- ✔ This only exists because the trust was willing to share what it knows. We trust they know.



The students we miss are not missing.

Every student who drifts does so across a series of moments where the system had a choice.

Primary transition. KS3. Year 9 options. Year 11.

They are present. Are
we present enough to
find them?

PRACTITIONER

Triestina Bozzo

Senior Director of
Personal Development

Together Learning Trust

What Tris brings to this conversation

Pioneer of co-constructed careers education

Tris led the design of a careers and employability framework built in genuine partnership with employers — not handed down to schools, but built with them.

Character education at trust scale

Architect of TLT's Character Codes and iD Curriculum — embedding the human skills employers need long before Year 10.

The honest experiment

Squiggly journey of integrating a relatively small trust with one of the UK's largest companies.

What the Partnership Actually Built

The TLT model is not a case study. It is a strong example of how the employer-trust relationship can work.

The trust named the problem

Not the employer arriving with a solution looking for a school to receive it. TLT identified the gap in student social capital and invited Lloyds to design against it.

The employer built the infrastructure

Lloyds produced the intervention at scale — content, delivery, reach. The trust produced the targeting. Neither could have done the other's job.

Educators trusted it because they owned it

The iD Curriculum, Character Codes, careers flywheel — designed with teachers, not for them. That's why it embedded. That's why it lasted.

The result: students who were reached

Not the students easiest to find. The students whose contextual profile — attendance, social capital, pastoral history — identified a genuine gap.

Five things a trust can do before the end of this term

Not a strategy. Not a bid. Decisions that cost nothing except the willingness to make them.

1

Build flywheels – multi year progressive build structures with employers

Always easier to market to the customers you already have than acquire new ones. Help employers understand your strategy and how that intersects with their needs. Build multi-year progression programmes so each year starts with a baseline instead of blank page.

2

Design the progression first, then invite employers in

Stop letting employers design what they think schools need or designing the product for them. Understand how their gaps intersect with yours. Name the outcome you want — the skill, the confidence, the moment of connection

3

Find the shadow curriculum in your existing subjects

Every subject contains potential to provide what employers need. Subjects no longer map perfectly to roles as much as meta-skills will.

4

Move careers earlier and keep it moving

If your employer engagement starts in Year 10, you have already missed the moment the trajectory locked in. A Year 7 student who can see where they're going has a reason to get the grades. Year 11 carries the weight of what will be in post16.

5

Share what you understand to create stronger local employment centres

Trusts hold cross-sectional intelligence on students that no employer database contains. There is mutual benefit in helping employers believe the labour market supply is strong enough to retain job creation in your locality. Everyone is a stakeholder in local economies.

"We are at risk of a lost generation.

The question is simple.

Do we we act together.

Or allow systems to fail them."

— *Careers, Curriculum and the Honest Experiment*

The experiment is not over.

It just needs more people willing to learn through doing.

- 700,000 young people enter every year group. The conveyor belt doesn't stop.
- The students we miss are not missing. We are just not present enough to find them.
- Design the progression. Share what you know. Show up earlier.