

# South Midlands Careers Hub

## Benchmark 2 & LMI CPD Session

*Please introduce yourself in the chat*

Wednesday 14<sup>th</sup>  
January 2026

South Midlands  
CAREERS HUB

THE CAREERS &  
ENTERPRISE  
COMPANY



# Agenda

- Welcome & Learning Outcomes
- Benchmark 2 criteria
- Benchmark 2 Compass Questions
- What is LMI?
- South Midlands dashboard LSIP
- National resource spotlight anything to share pop in chat/  
shout out
- Local resource spotlight
- Gaps?
- Career Leader approaches

## By the end of this session, you will

- Have a clear understanding of benchmark two criteria and how to be confident you are meeting it
- Be confident interpreting and responding to benchmark 2 Compass questions
- Know where to go for further information and resources

# Gatsby Benchmark 2

## Learning from career and labour market information

All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.

- During each Key Stage (and for Colleges/ITP's, during their programme of study), all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps
- Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care

# Benchmark 2 Compass Questions

## 2.1 Information on Careers, pathways & LMI

### 2.2 How and when use the information to inform decisions

**2.1 Approximately what proportion of pupils have access to information about careers, pathways and the labour market to help inform their decisions on study options and/or next steps during the Key Stages offered at your school?**

Are there specific and documented elements of the careers programme that inform pupils about the wide range of **careers, pathways and the labour market?**

Are pupils signposted to quality assured sources of labour market information (LMI) such as the National Careers Service? Are strategies in place to track the proportion of pupils who access up-to-date LMI?

[Gatsby Benchmark Toolkit: Schools, Special Schools & AP | CEC Resource Directory](#)

**2.2 To what extent are you confident that your pupils use this information to inform decisions on their study options and/or next steps?**

Are there milestones set to evaluate **how and when pupils are using information** to inform their decisions on their study options and/or next steps?

**Clarification:** Collection of learner voice, learner perception of their skills, career aspirations (e.g. Future Skills Questionnaire) and intended destinations data can support with building a picture of how confident and aspirational learners are feeling when making decisions.

**Clarification:** Study options refer to choices within school as well as preparing to make decisions about choices/transitions after school.

[Future Skills Questionnaire | CEC Resource Directory](#)

# Benchmark 2 Compass Questions

## 2.3 Quality, relevant, up to date. Quality assured? Updated? Tailored? - Clarification – Informed Advisor

## 2.4 Access – shared in different ways? Regular parent communications?

## 2.5 Encourage and support to use – what information informs your response?

<p><b>2.3 Which of the following statements are true of the careers, pathways and labour market information available at your school?</b></p> <ul style="list-style-type: none"> <li>•The information pupils receive is good quality, relevant and up to date</li> <li>•Pupils are informed of different opportunities, including technical and vocational pathways</li> <li>•The information is tailored, where appropriate, to meet the needs of SEND pupils</li> <li>•An informed adviser is used to support all pupils to make best use of the information available</li> </ul>	<p>Is pathway and labour market information being provided via the website monitored and quality assured?</p> <p>Is career pathway and labour market information that is shared with pupils, staff, parents and carers updated and refreshed to ensure that it reflects the most current and up-to-date opportunities?</p> <p>Are there systems in place to assess whether pupils, including those with SEND, require tailored information to meet their individual needs?</p> <p>Is careers, pathway and labour market information then tailored to meet the needs of pupils with SEND?</p> <p><b>Clarification:</b> An informed adviser, as defined by Gatsby, is someone who supports pupils, parents and carers by providing high-quality, current information about future pathways, study options and labour market opportunities. This role can be filled by a Careers Adviser or any professional capable of offering such information. Their support is essential for helping individuals make well-informed decisions about their educational and career choices.</p>	
<p><b>2.4 Does your school provide parents and carers with access to information about careers, pathways, and the labour market?</b></p>	<p>Does the school use different ways of sharing information about careers, pathways and the labour market with parents and carers? For example:</p> <ul style="list-style-type: none"> <li>•are there regular communications to parents and carers via presentations, letters, newsletters, emails, messaging apps?</li> <li>•is there information for parents and carers within the careers section of the school website?</li> </ul>	<p><a href="#">Parental Engagement: Good parental engagement recommendations   CEC Resource Directory</a></p> <p><a href="#">Parent and carer engagement CPD   The Careers and Enterprise Company</a></p>
<p><b>2.5 Does your school actively encourage and support parents and carers to have careers conversations with the young people in their care?</b></p>	<p>Does the school support parents and carers with strategies to have careers conversations and to use the information provided to them to inform these conversations?</p>	<p><a href="#">Parental Engagement: Good parental engagement recommendations   CEC Resource Directory</a></p> <p><a href="#">Parent and carer engagement CPD   The Careers and Enterprise Company</a></p>

# Benchmark 2 Compass Questions

## 2.6 How is info tailored and shared with parents of SEND

## 2.7 How is info QA, updated and refreshed?

<b>2.6 Does your school, where appropriate, send tailored information about careers, pathways and the labour market to parents or carers of pupils with SEND?</b>	Is information about careers, pathways and labour market <b>information tailored for and shared specifically</b> with parents and carers of pupils with SEND?	<a href="#">Parental Engagement: Good parental engagement recommendations   CEC Resource Directory</a> <a href="#">Resources for SEND specialists   CEC Resource Directory</a>
<b>2.7 What proportion of staff (including teachers and other staff who support pupils) have access to up-to-date information about future pathways, study options, and labour market opportunities?</b>	Is pathway and labour market information being provided to staff <b>monitored and quality assured</b> ? Is career pathway and labour market information shared with staff <b>updated and refreshed</b> to ensure that it reflects the most current and up-to-date opportunities?	Courses available for teachers and the wider education workforce <a href="#">Online training courses   CEC Resource Directory</a>

# Benchmark 2 - Discussion

How are you confident that:

- Students have access to quality up to date information on
  1. Career pathways
  2. Study options
  3. LMI
- Information is differentiated where needed
- Pupils use information to inform decisions
- Parents & carers are encouraged to access & use information

# What is LMI

Labour market information (LMI) provides the knowledge and understanding of how the labour market functions. LMI is crucial for making sense of changing economic circumstances. Institutions should use LMI to help learners understand:

- what jobs and skills employers are looking for
- wage rates
- skills gaps
- future trends, including growth-driving sectors
- Careers leaders should sequence the use of LMI during each key stage, or throughout a programme of study

The LMI should include local information that showcases growth sectors in the local economy and helps learners understand local skills needs and local businesses. Careers leaders should sequence the use of LMI during each key stage, or throughout a programme of study.

# National Growth Sectors

Sector	Bedford	Central Bedfordshire	Luton	Milton Keynes	North Northants	West Northants
Advanced Manufacturing		High	High		High	High
Clean energy industries					High	High
Defence		High				
Digital and technologies				High		
Financial Services				High		High
Life sciences	High		High			
Professional and Business Services			High	High		High

Source: *Industrial Strategy Sector Definitions List, December 2025*  
*South Midlands LSIP – Final progress report (appendix B), June 2025*

# Regional Growth Sectors

South Midlands  
CAREERS HUB

THE CAREERS &  
ENTERPRISE  
COMPANY

Bedfordshire	Milton Keynes	Northamptonshire
Construction	Innovation & technology	Logistics
Tourism and Visitor Economy	Real Estate & Development	Advanced manufacturing
Aerospace & defence	Sustainability and Green Technology	Tourism and Visitor Economy
Life sciences		

# Discussion

- What national, local resources are you using/planning to use?
- Have you created anything yourself? A couple of examples to get started
  - CC - volunteer LMI slide piloted with a couple of schools – positive feedback so far. Include slide when booking/planning employer engagement to be filled out with their LMI info/data - to be used on the day for a 'quick win' of LMI for each employer that engages with school each year.
  - Daubeney staff career pathway door sign

# National Resources

South Midlands  
CAREERS HUB

THE CAREERS &  
ENTERPRISE  
COMPANY

Amazing Apprenticeships - suite of digital, adaptable Apprenticeships & Technical Education (ATE) resources

- [KS3/4 slide deck](#)
- [KS5 slide deck](#)
- [FAQs](#)

Coming soon - Sector Focus Films & Regionalised Presentations – expected to be released Feb – April 2026

CEC Resources directory

- [KS4 pre careers appointment template](#)
- [Student reflection sheet part of KS4 LMI lessons](#)



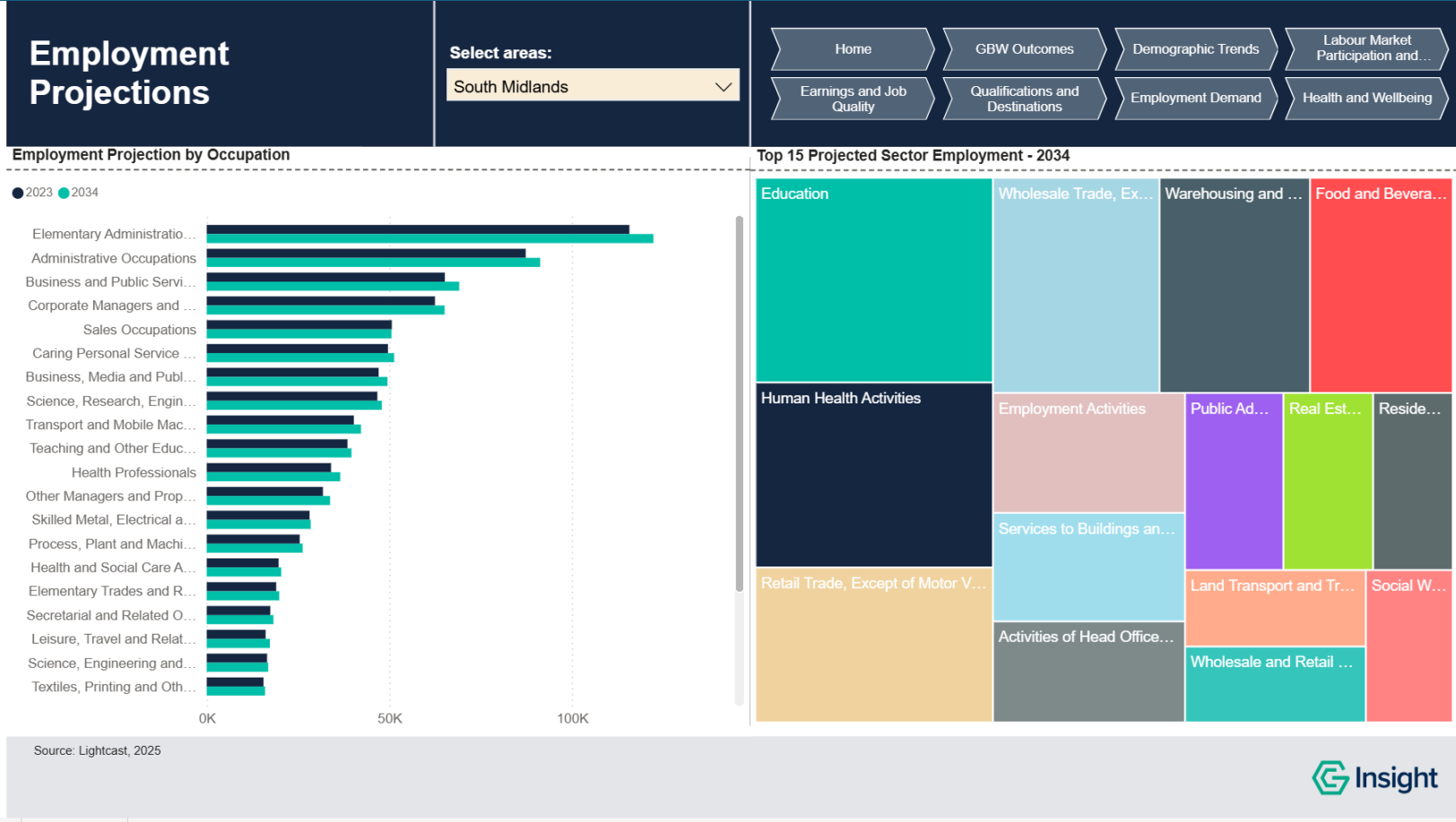
# South Midlands LMI Dashboard

[South Midlands Authorities](#)

[Data Dashboard](#)

[Economic Strategy – coming soon](#)

[South Midlands Local Skills Improvement Plan](#)



# Local Resources

- South Midlands Careers Hub – LMI
- What next in the South Midlands
- Post-16 Options – Guide for Parents/Carers and Families of Young People with SEND
- Northampton

Local LMI Resources

 Bedford Borough's Labour Market: Q2 2025/26	 Milton Keynes City Council	 WHAT NEXT? GUIDE SOUTH MIDLANDS	 WEST NORTHANTS ECONOMIC GROWTH STRATEGY 2025-2030
Bedford LMI 2025/2026	Milton Keynes City Profile 2025	What Next? Guide South Midlands	West Northants 2025-2030
 North Northants Council	 Luton	 LUTON 2040	 CENTRAL BEDFORDSHIRE 2050 A GREAT PLACE TO LIVE AND WORK
North Northants 2025-2030	Luton Growth Strategy 2025- 2032	Major employers in Luton 2025	Central Beds Insights

# Discussion –what else do you need?

South Midlands  
CAREERS HUB

THE CAREERS &  
ENTERPRISE  
COMPANY

- Funding allocated to create some bespoke resources
- John Paley, Creative Careers
- Avoid duplication CEC & Amazing Apprenticeship resources
- Consultation incoming

Any questions?

