

WEX on, WEX off

The Future of Work Experience

1 October 2026



HEADLINE PARTNER

SUPPORTING PARTNER



Simon Rogers

CCO, Group GTI

Welcome

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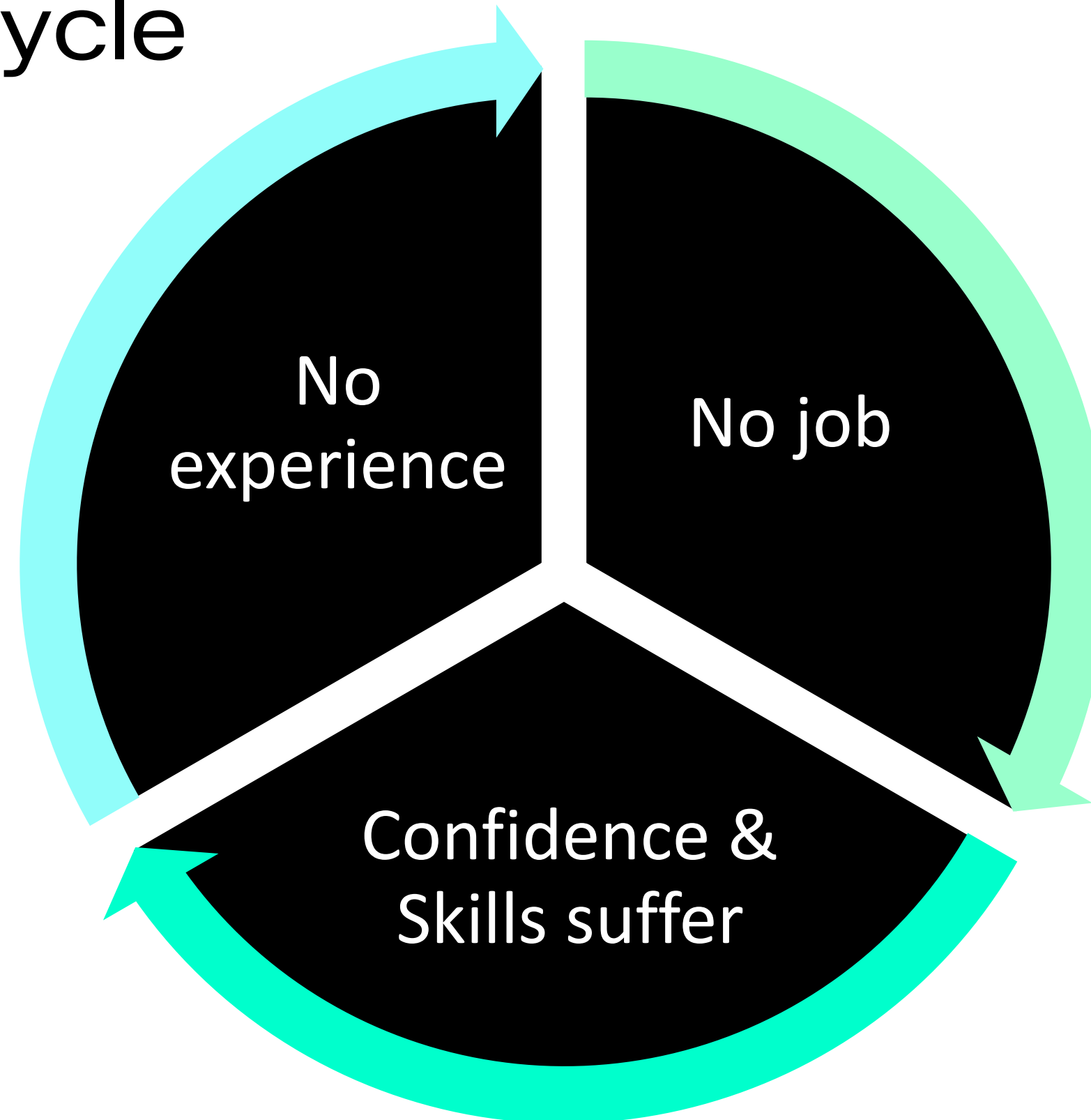


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It's a vicious cycle



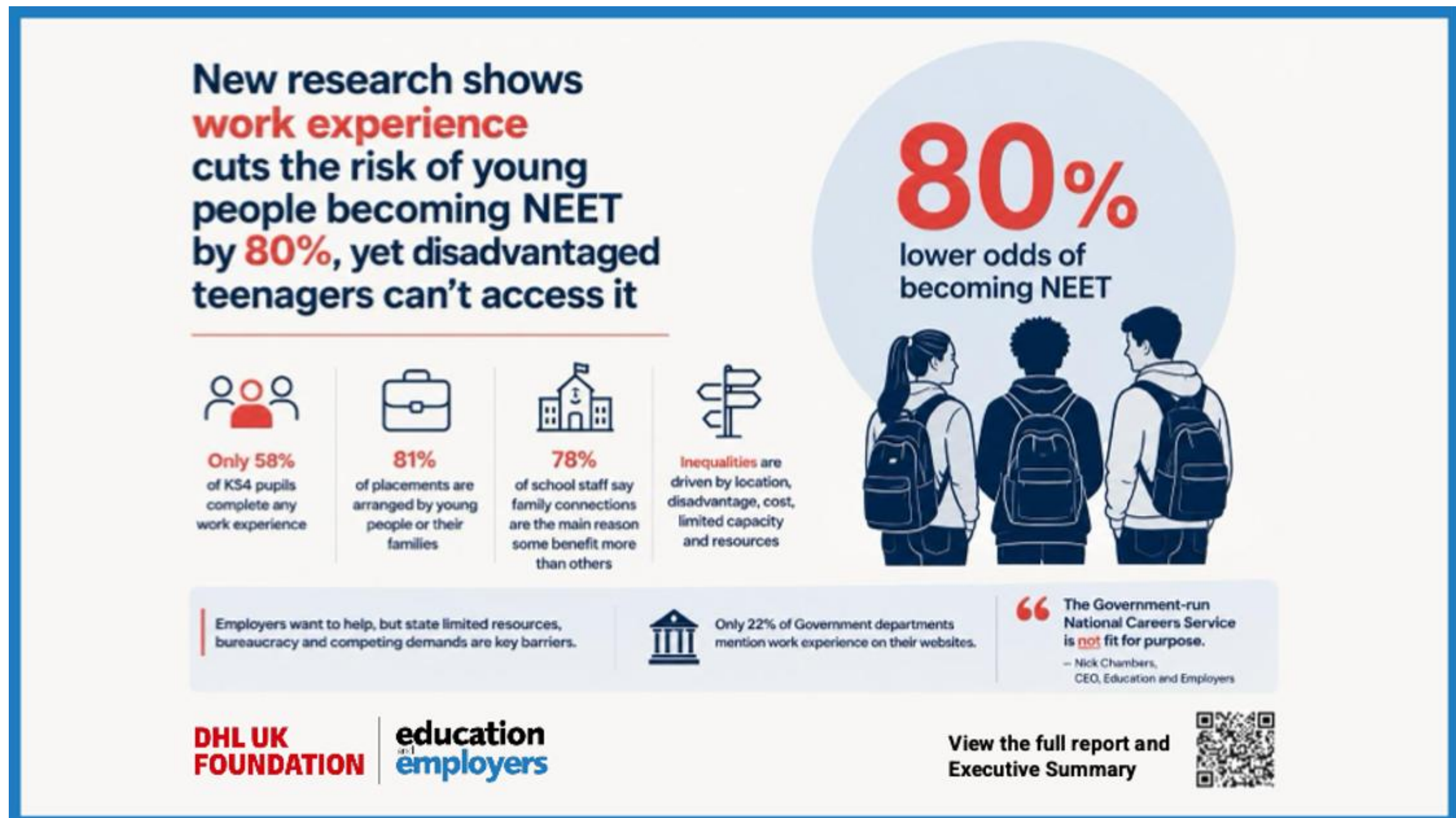
The timing is now



📺 **LIVE** Best thing we
can offer young
people is first job - not
benefit payment,
Healey tells Labour
conference



80% less likely to become NEETs





**Work-based learning for
every undergraduate in new
commitment from
universities**



84% of NEETs want to be in employment, education or training.



Department
for Work &
Pensions

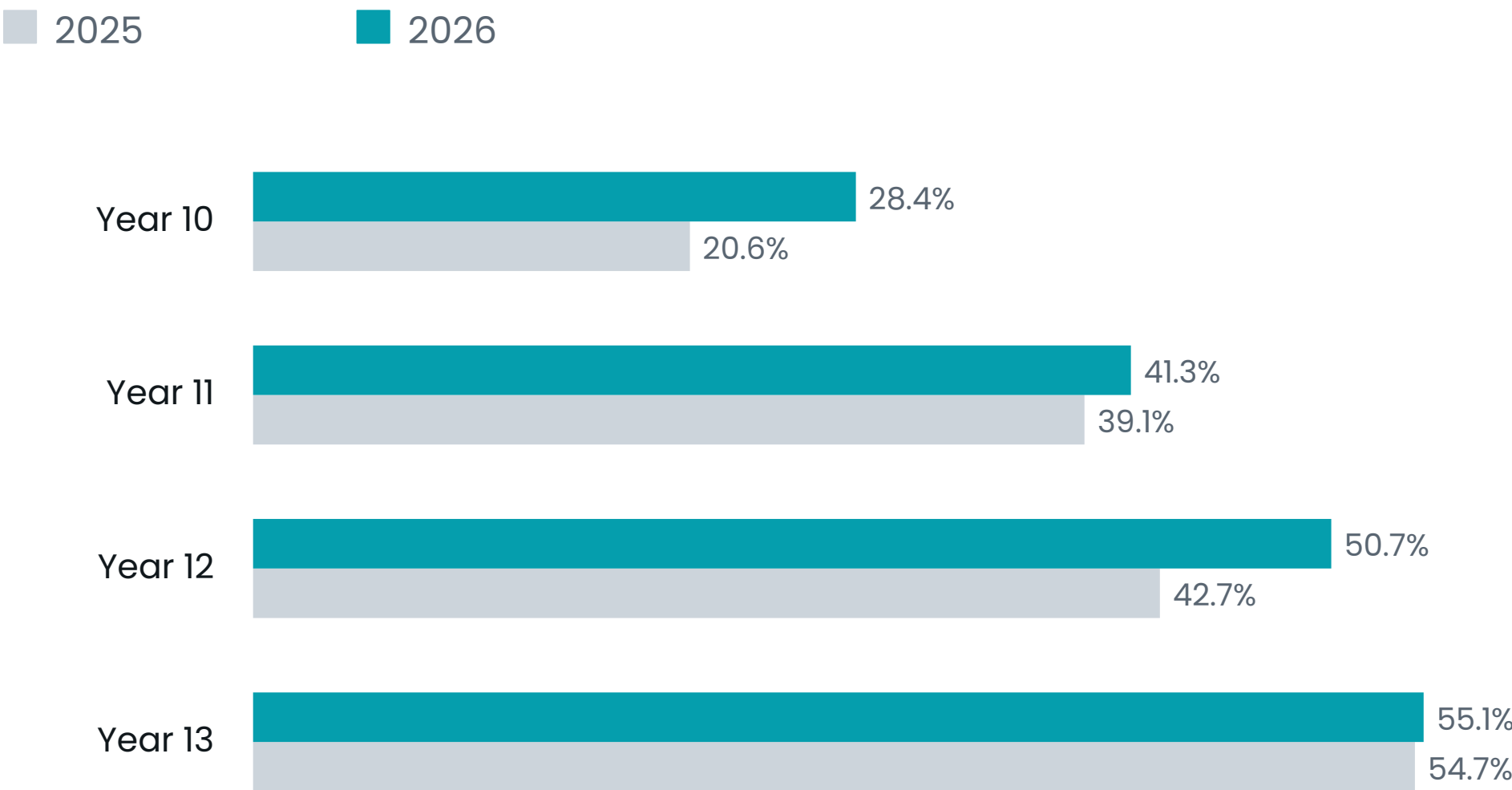
Research and analysis

Survey of young people not in education, employment or training (NEET): Young people and work report

Published 27 August 2026

Participation builds through school. Later first opportunities still matter.

At least one 1–2-week experience, insight day or internship



EVEN IN YEAR 13

45%

report none of these
formats in 2026. Keep a
first route in open later,
too.

2018-19: no q9 | 2020-24: narrower types unavailable | 2025-26: comparable definition

What is work experience?

It can take many forms, across different modes and levels of commitment.

Examples *and much more*



Temporary jobs

e.g. McDonald's before a law career, campus bar work



Live projects or "challenges"



Employer brand ambassador



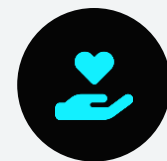
Virtual simulations and tasks



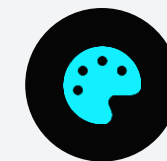
Internships



Placements



Volunteering



Creative portfolio

Modes



'Real', in person



Virtual



Hybrid

Commitment



Optional



Mandatory

Work experience for everyone: the drivers

Drivers

Government Policy & Schools

- Two weeks' work experience guarantee
- Careers funding in schools
- Employer incentives

University Strategies

- Placement years
- Experiential learning
- International student recruitment

Employer Strategies

- Early identification of talent
- HR process
- EDI

Tech & Ways of Working

- Platforms & tech
- AI
- Hybrid working

Optimism

Milburn Review
Growth & Skills Levy

Human skills focus

'Try before you buy'

Tech & AI widen access

To solve

No extra funding for
schools to deliver
Employer National
Insurance costs

Delivering the
employability promised
at recruitment

EDI being scaled back
Early careers investment

Fewer people in the office
to learn from

Risks

Costs put employers off
hiring young people

Hard to embed in the
curriculum at scale

End of 'informal' work
experience

AI taking entry-level tasks

Opportunity is enormous, the delivery challenge is too

Scale

how do we reach thousands rather than hundreds?

Quality

how we ensure high-quality experience and engagement (from all parties)?

Equity

how do you ensure access isn't dominated by those already engaged?

Employers

how do we make it easy for employers, so scale is possible?

Evidence

how do we know what students really learned?

What GTI does in the WEX space

Virtual

Gradsims

For: Employers, Schools & Universities

Virtual insights and tasks that give students early exposure to real-world work.

Real + Hybrid Experiential

targetconnect Experiences

For: Employers & Universities

Real project sourcing, workflow and skills self-reflection.
From projects to placements.

NEET Skills and Matching

For: Employers

Scale tech platform and service for upskilling and matching to opportunity.

Integration with other providers to help scale

A connected suite of solutions across the work experience journey, from early virtual exposure through to real-world experiences, skills and opportunity.

Work Readiness Convention

Late-Feb in
London

Register your
interest – tickets
on sale this
month



Gen Z **Work Readiness** Convention

📅 25-02-2027 | ⌚ 9.00am - 4.00pm | 📍 London



Today's agenda



Welcome
Simon Rogers, CCO at GTI

Speakers



Making Work Experience
Work
**Stephen Isherwood, Joint
CEO at ISE**



Experiences of Work
**Emma O'Dell, Skills & Capability
Director at BPP**



WEX That Work
**Sarah Roché, Cibyl & Advisory
Practice Lead at GTI**



Work Based Learning in
Education
**Ben Titford, Educator Lead at
GTI**



From Potential to Possibility
Claire Broomby, Head of Programmes at Upskill Me
Rosa Alexandar, Senior Programme Manager, Upskill Me

Headline partner



Supporting partners



#BNews26



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Stephen Isherwood

Joint CEO, ISE

Making work experience work

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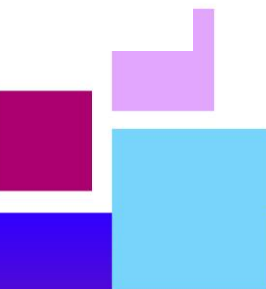
3.6 million high school pupils



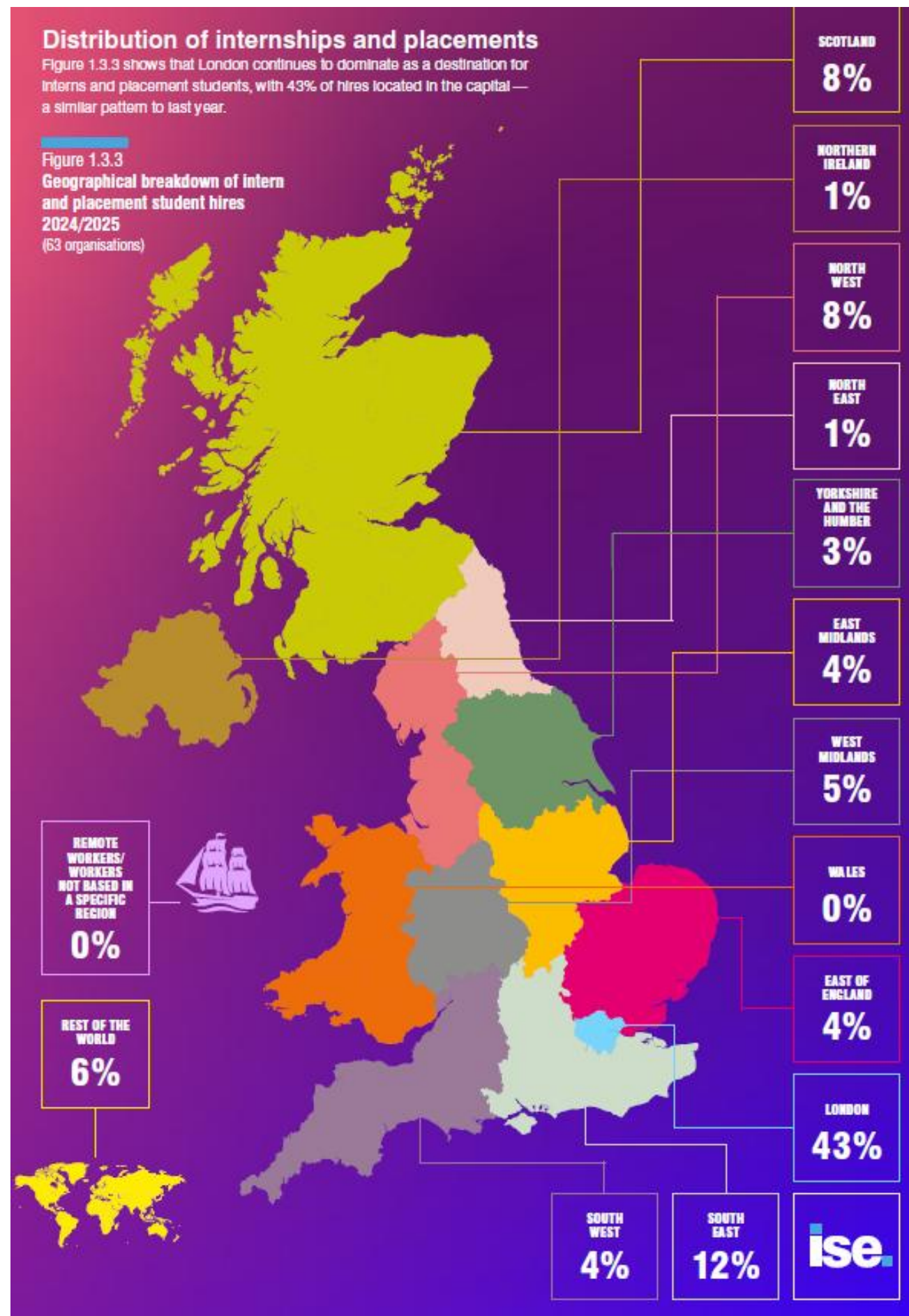
2.1 million undergraduates



ISE member opportunities = 11,557



	Internships	Graduate Placements	T-level placements	School work experience	Other work experience	Proportion of whole
Proportion of whole	44%	17%	1%	28%	10%	
Built environment	7%	18%	42%	11%	6%	10%
Charity & Public	0%	4%	0%	0%	0%	1%
Digital & IT	7%	1%	23%	0%	0%	3%
Energy, Engineering & Industry	13%	20%	34%	38%	51%	25%
Finance & Professional services	47%	28%	1%	48%	43%	43%
Health & Pharmaceuticals	7%	4%	0%	0%	0%	4%
Legal	9%	0%	0%	3%	0%	5%
Retail & FMCG & Tourism	10%	25%	0%	1%	0%	9%



55%

of internships/placements
in **London** and the
South East

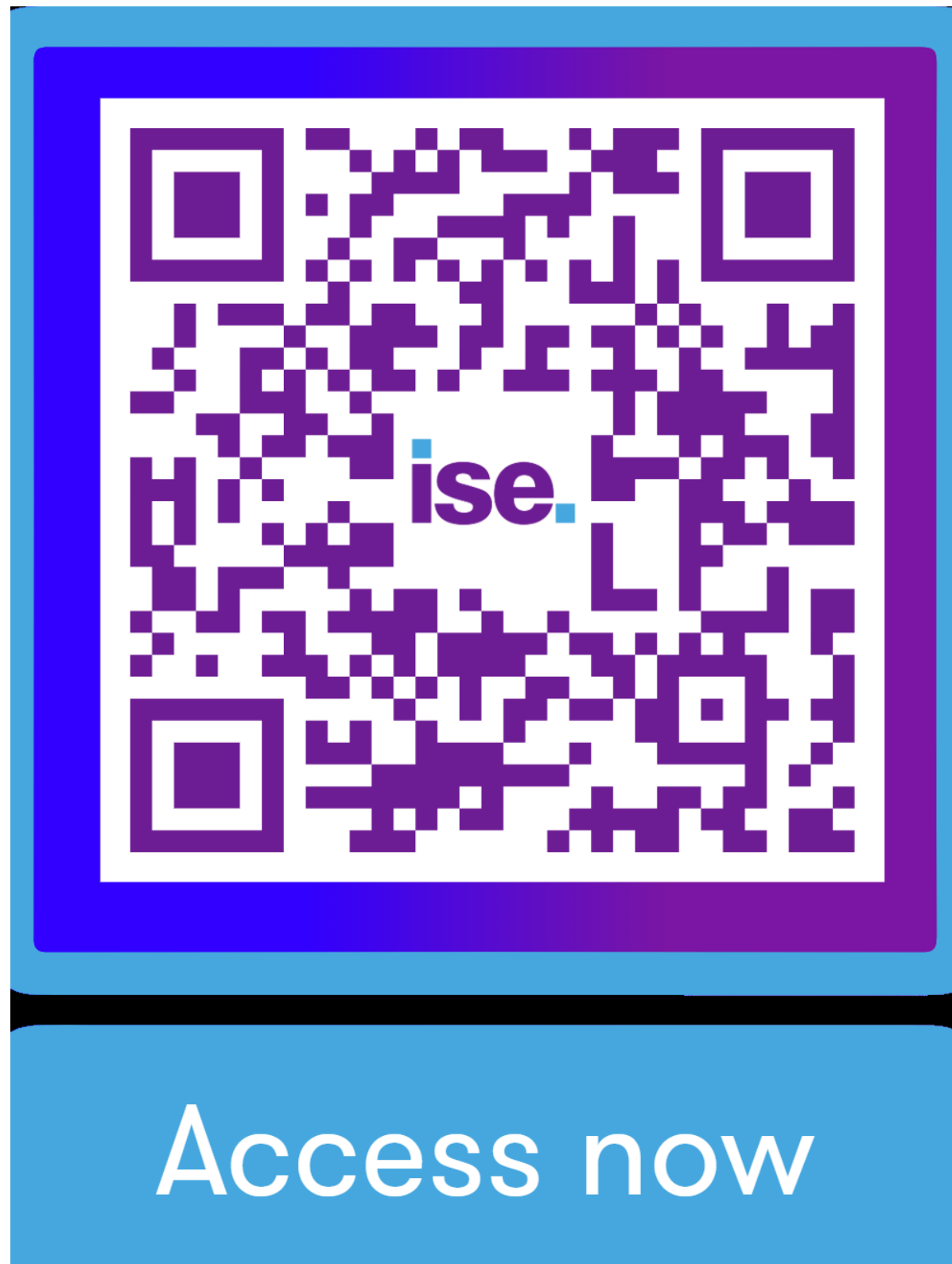
76% of

employers say school/college work
experience contributes a 'great deal' or
'a fair amount' to student development

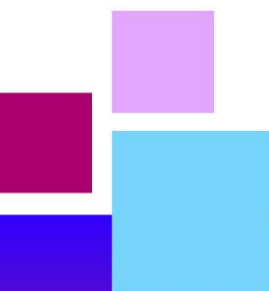
94% of

employers say graduate internships or
placement contribute a 'great deal' or 'a
fair amount' to student development

WEX resources for Breakfast News participants



Jayne@ise.org.uk





Emma O'Dell

Skills & Capability
Director, BPP

Experiences of work

From Participation to Employment Outcomes

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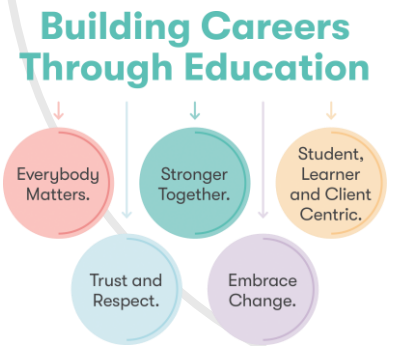


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The Gatsby Benchmarks.

Eight measures used across England to judge the quality of a careers programme and the government's most recent full-achievement figure for each.



BENCHMARK 1



A stable careers programme

69%

full achievement, 2024/25

BENCHMARK 2



Careers and labour market information

85%

full achievement, 2024/25

BENCHMARK 3



Addressing individual needs

62%

full achievement, 2024/25

BENCHMARK 4



Linking curriculum to careers

82%

full achievement, 2024/25

BENCHMARK 5



Encounters with employers

87%

full achievement, 2024/25

BENCHMARK 6



Experiences of workplaces

74%

full achievement, 2024/25

BENCHMARK 7



Further and higher education

60%

full achievement, 2024/25

BENCHMARK 8



Personal guidance

77%

full achievement, 2024/25



BPP

LYCEUM EDUCATION GROUP

From hardest to strongest.

Encounters with employers and experiences of workplaces used to be the two hardest Gatsby Benchmarks to achieve. Not anymore.



87%

full achievement of Benchmark 5, encounters with employers, up around 50 percentage points since 2016/17



74%

full achievement of Benchmark 6, experiences of workplaces, up around 35 percentage points since 2016/17

Real progress on access. It doesn't yet tell us whether the experience itself builds capability.

Building Careers
Through Education



What different experiences build.

Different routes, often treated as interchangeable.

 **Employer projects**

 **Enterprise challenges**

 **Virtual simulations**

 **Placements**

 **Part-time work**

 **Volunteering**

 **Internships**

2 of 12

routes reviewed have UK evidence directly linking them to measured gains in the competencies employers describe wanting: apprenticeships and long placements such as T-Levels and sandwich years.

Strongest evidence

Sustained, supervised experiences built around a real task: apprenticeships, month-long placements, substantial paid internships.

Weakest evidence

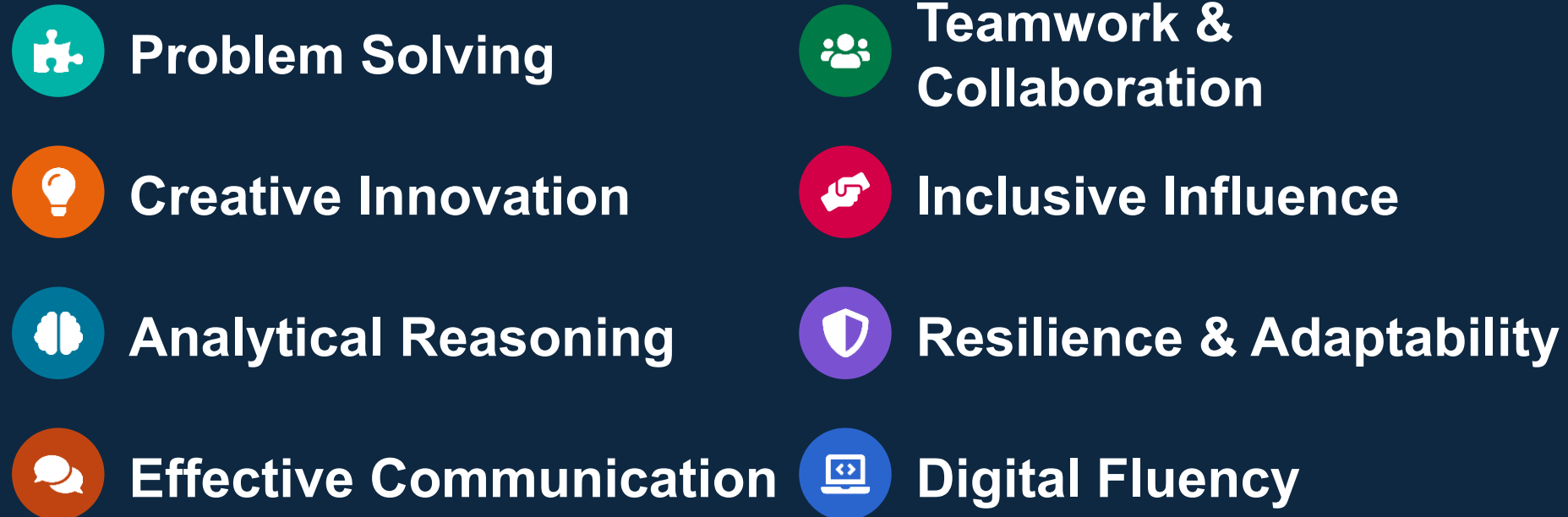
Short-exposure formats lasting a few hours: insight days, brief virtual simulations. Rated least useful in independent surveys and largely defended by the organisations that sell them.

Building Careers
Through Education



The “Adaptive Professional”.

The workplace success skills and professional behaviours employers increasingly look for in early career talent.



Source: BPP Horizons



The "meaningful" test.

None of Gatsby's seven conditions below mention duration.

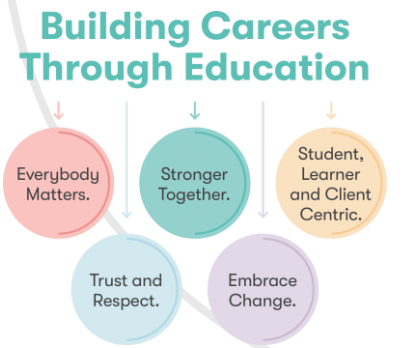
- ✓ A clear purpose agreed in advance
- ✓ Learning outcomes suited to the young person
- ✓ Two-way interaction, not observation
- ✓ Contact with a range of people in the workplace
- ✓ A task set, or a piece of work produced
- ✓ Feedback on that work
- ✓ Time afterwards to reflect on what was learned

Case study: Ready. Set. Experience.

A two-day professional skills programme, then eight days of work experience with an organisation.

Participants capture activities, learning and feedback through a structured workbook, then attend an interview where they explain how the activities demonstrate the skills and behaviours the placement was designed to deliver.

A two-hour employer visit that meets every one of these conditions can do more for a young person's readiness than a two-week placement spent mostly watching.



Are we measuring the right things?

Benchmark achievement tells you an encounter happened. It doesn't tell you what it built.

Most organisations are tracking whether the experience happened, not what it produced.



Where competency is measured at all, it's usually through informal self-reflection: a form filled in after the placement, a short survey, a line in a reflective log.

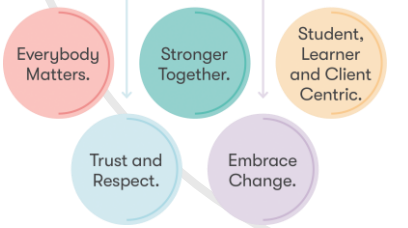


Very few routes use a structured framework or measure a young person's ability before and after the experience.



One 2025 UK study of placement students found they reported gains in communication and time management but struggled to reflect on those gains or carry them into a professional context, with resilience and self-efficacy remaining underdeveloped.

Building Careers
Through Education



Evidencing what's been built.

The missing skill isn't the experience. It's the ability to describe it.



Name the task

The actual task carried out, not just the setting it happened in.



Describe the output

What was produced or delivered.

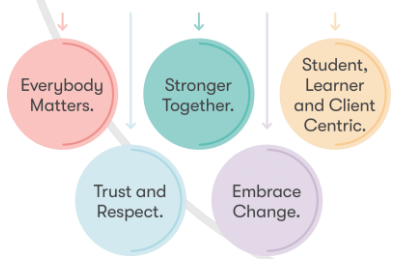


Explain the change

A process that ran more smoothly, a question answered, a piece of work relied on.

That's the difference between describing where you spent a week, and describing evidence of teamwork, problem-solving or commercial awareness.

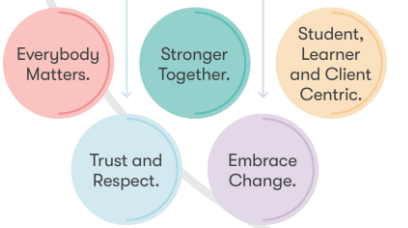
Building Careers
Through Education



What this asks of employers.

A responsibility at both ends of the experience.

Building Careers
Through Education



Design

Build every placement, long or short, around the conditions Gatsby has set out. Treat it as a chance to generate a work-sample, a specific piece of output a young person produced and can point to.



Recruit

Ask for the evidence directly. If a candidate lists a placement or internship, the useful question is what they did, what they produced, and what it changed, not how long they were there.

Case study: a national work experience blueprint (retail sector)

Co-designed with retail employers: high-quality work experience needs more structure than most organisations currently provide.



1. Prepare



2. Welcome



3. Experience



4. Reflect & Progress



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Thank you

Participation and access matter.

But the quality and design of the experience matter just as much.

emmaodell@bpp.com



Sarah Roché

Cibyl & Advisory Practice Lead

WEX that works

What young people want and what employers can do

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cibyl

What students want

What school students tell us
about work experience, and how
to design for it

Sarah Roché

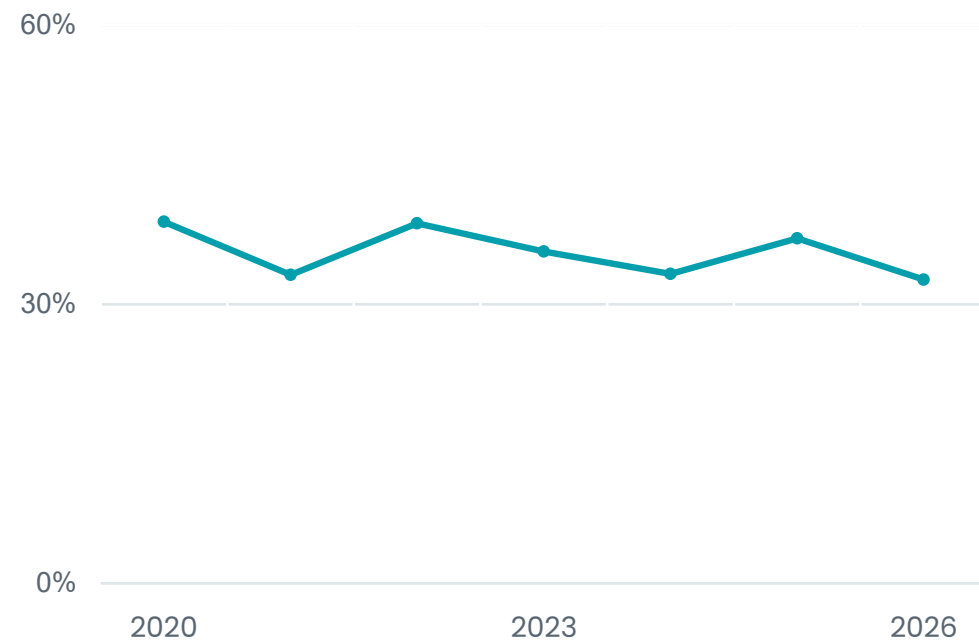
Cibyl & Advisory Practice Lead, Group GTI

Cibyl Schools Research UK 2026 | 10,105 respondents

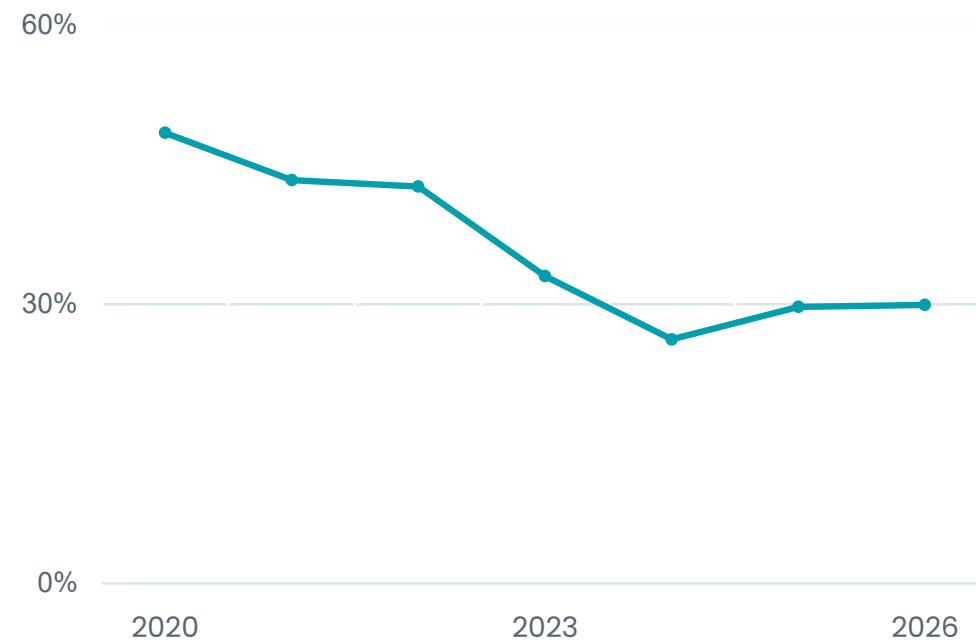


Informal routes into work are declining

Paid / part-time work **32.7%**



Volunteering **29.9%**



SINCE 2020

48% → 30%

report volunteering

39% → 33%

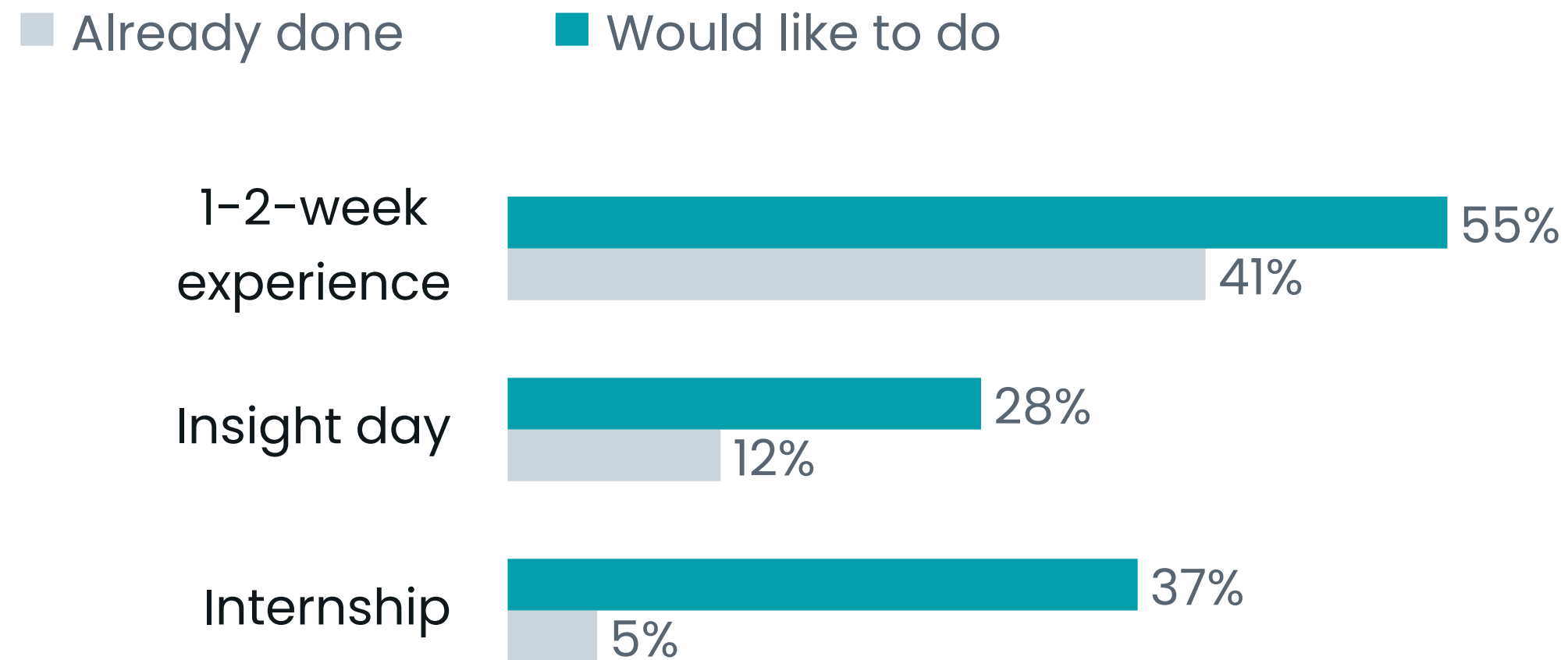
report paid or part-time work

WHY IT MATTERS

Fewer students arrive with a job or volunteering behind them. Structured WEX has more to do.

Three in four want work experience. One in three want it but have had none.

Already done vs would like to do



A FIRST OPPORTUNITY

33%

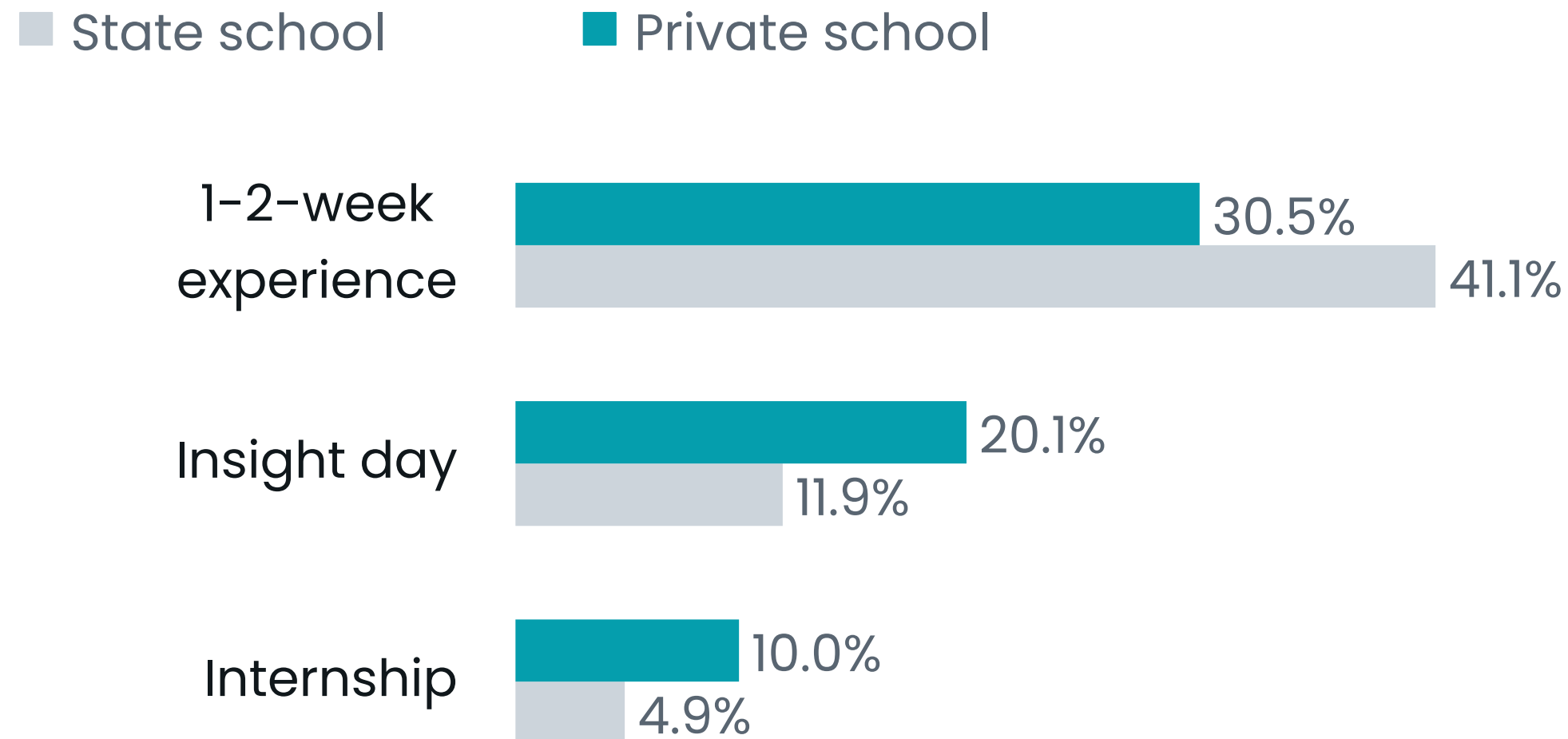
want at least one of these formats but report having done **none** of them

GOOD NEWS: 28% of Year 10s have done at least one, rising to 55% by Year 13

WHY IT MATTERS Interest is there. And there is some good news, but more work to do.

Participation differs by school type and by disadvantage

Share reporting each format, by school type



BEYOND SCHOOL TYPE

46.6% vs 51.1%

students on free school meals vs not

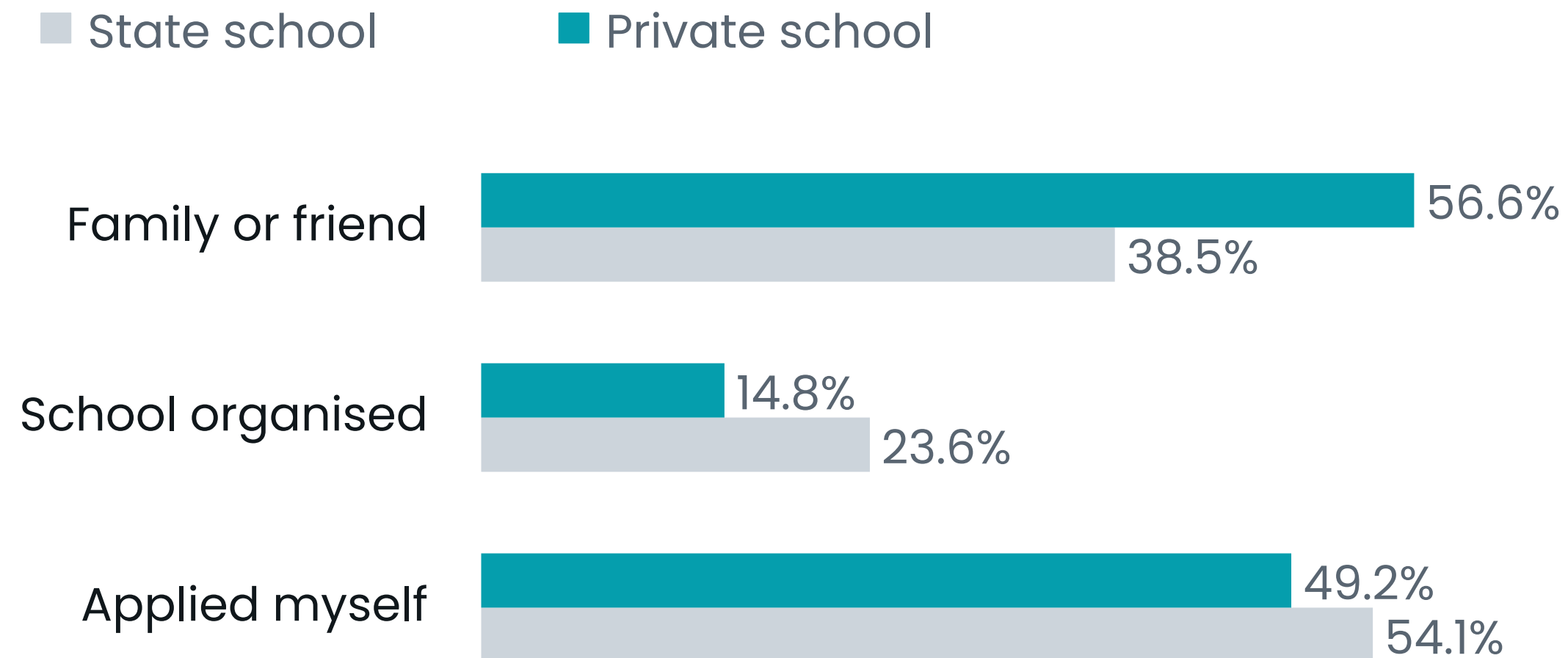
41.8% vs 51.7%

young carers vs non-carers

WHY IT MATTERS Disadvantage shows up in who takes part, not just in which school they attend.

The most advantaged get in through who they know

How experienced respondents obtained WEX



FAMILY / FRIEND ROUTE

56.6% vs 38.5%

private vs state-school students with WEX who got it through family or friends

WHY IT MATTERS

Continued lack of access to work experience contributes to wider gaps in social mobility and outcomes

What gets in the way: confidence and clarity (and some practical barriers)

What puts students off:

46%

Makes me anxious

35%

**Unsure what it
involves**

15%

Cannot afford travel

9%

**No own laptop /
computer**

WHAT THIS TELLS US

The biggest barriers are not knowing what to expect and feeling anxious about it. Travel and equipment matter for a smaller but real group.

EMPLOYER MOVE Explain what to expect first, then remove the practical costs.

Make the work real. Make taking part feel manageable.

WHAT STUDENTS WANT TO UNDERSTAND

When meeting employers

64% Working conditions

61% Work responsibilities

Real tasks | Honest conversations

WHAT HELPS THEM FEEL WELCOME

In their first few weeks with an employer

68% Training / guidance

47% Mentor / buddy

Preparation | A named person | Feedback

EMPLOYER MOVE Brief supervisors for learning, not just for hosting.

One joined-up journey, from first contact to first job

INSIGHT UNDERNEATH

Cibyl Research to identify who you are reaching, and who you are missing.

TWO CORE GROUPS

School and college
Ages 11 to 18 | from Yr 10

Young people NEETs
Ages 16 to 24

1

Engage

Attraction for all – not just through friends and family

2

Prepare

Clarity and confidence in what to expect and employability support

3

Experience

Quality of the experience – providing real work, tied to skills and capabilities

4

Reflect

Feedback and skills evidence captured for every participant

5

Progress

Routes into apprenticeships and other entry roles

THE DIFFERENCE

WEX as an ecosystem, with attraction, engagement, and support beyond day 1.

Accessible. Relevant. A clearer next step.

ACCESSIBLE

Open the route in.

- Clear entry routes
- Practical arrangements
- Check who is missing

RELEVANT

Make work real.

- Purposeful tasks
- Employee conversations
- Useful feedback

A NEXT STEP

Own the follow-up.

- Reflection on learning
- A named next contact
- A specific next action

Agree who owns each part with your partners.

EMPLOYERS

**Opportunity +
supervision**

EDUCATORS

**Preparation +
reflection**

GTI

**Scale, tech +
employability**

One change for your next programme: what will it be?



Ben Titford

Educator Lead, GTI

Work Based Learning in education

The opportunity and challenges

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1.4 million students

UUK Future Jobs Roadmap: meaningful **work-based learning** for 50% of undergraduates by 2030 and all by 2035.



Work-based learning for every undergraduate in new commitment from universities

WTF is...WBL



WTF is...WIL



WTF is... WRL



WTF is...EL



THE SIMPLEST WAY WE'VE FOUND TO

Think *about it*

WHAT IS THE LEARNING MODEL?



Work Based Learning (WBL)

Learning through authentic work



Work Integrated Learning (WIL)

Integrating work-related experience with academic learning



Work Related Learning (WRL)

Learning about and preparing for work



Experiential Learning (EL)

Learning through experiences and reflection



Learning model ≠ experience format

WHAT IS THE EXPERIENCE?

Value in the experience



Insight experience



Work shadowing



Simulation



Task



Challenge



Hackathon



Live brief



Project



Internship



Placement

Discover experiences that build your future

Explore work-related experiences from your university and employers. Build your skills, discover different careers and gain experience that helps you stand out.

Explore experiences ↓

My experiences →

Industry projects

Work experience

Employer Insights



Required by your course

2 experiences

These experiences form part of your course and should be completed as part of your studies.

 Placement / Internship

Spend several months working with an employer as part of your course or in your own time.

Months Individual Employer led

In person Virtual possible

[Browse placements →](#)



 Simulated projects (industry/virtual)

Complete an employer brief online, in your own time.

Days to weeks Team-based University led

Virtual possible

[Browse simulated projects →](#)



 Work tasks

Bite-size challenges — write a client email, design a logo, fix a spreadsheet.

Under a day Individual Employer led

Virtual possible

[Browse tasks →](#)



 Employer insight day / week

Spend a day or a week with an employer to see what the work involves.

Under a day Team-based Employer led

Virtual possible

[Browse insight events →](#)



 Grand challenges & hackathons

Compete in teams against a real-world problem, usually over a weekend.

Days to weeks Team-based Employer led

Virtual possible

[Browse challenges →](#)



 Job simulations

Step into a virtual role and work through a realistic day of tasks.

Under a day Individual Student led

Virtual possible

[Browse simulations →](#)



 Mentoring and coaching

Get matched with an industry mentor or a career coach.

Months Individual University led

Virtual possible

[Browse mentoring →](#)



 Gig or part-time work

Find paid shifts and part-time roles that fit around study.

Months Individual Student led

In person

[Browse paid work →](#)



 Volunteering

Support a charity or community group, one-off or ongoing.

Days to weeks Team-based Student led

Virtual possible

[Browse volunteering →](#)



How to participate:

Personal

Team

Format:

In-person

Virtual

Required by course:

Yes

No

Duration

Hours

Days

Weeks



Are you the next Commercial Risk & Reinsurance Broking Graduate at...

GRADSIM

Try your hand at being a Commercial Risk & Reinsurance Broking Graduate at Aon! Learn how organisations identify, manage & transfer risk while...

AON

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Aon



Are you the next future leader at Unilever?

GRADSIM

Try your hand at the Unilever Graduate Programme! Gain insights that prepare you for the scheme and decide if this is the company for you.

Unilever

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Unilever



Thinking of applying for Land and Planning with Bellway Homes?

GRADSIM

First, get tips and advice from real life graduates, and do a task that you'd be expected to do in the role, to give yourself the best shot.

Bellway

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Bellway Homes

10m



Are you the next Client Coverage Graduate at DWS?

GRADSIM

Try your hand at being a Client Coverage Graduate at DWS! Gain insights that prepare you for the role and decide if this is the career for you.

DWS

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DWS Group

10m



Want to be the next Software Engineer at HSBC?

GRADSIM

Get a true feel of what it's like by listening to real stories from grads who've already been on the journey and trying out actual tasks you could complete in the...

HSBC

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HSBC

10m



Are you interested in the engineering role at AWE?

GRADSIM

Then why not hear from graduates who are currently in that role and get a true picture of what it's like to work at AWE?

AWE

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AWE

7m



GradSims

Step inside the world of work.

Hear from real graduates, explore different careers and try authentic tasks from leading employers.



COMMERCIAL BANKING

Commercial department task

Work through a real-world scenario and provide your recommendation.



0:00 / 2:18

INTRODUCTION

Your task explained

In this short video, a member of the commercial banking team at Farrer & Co introduces the client scenario, outlines the key objectives and explains what they're looking for in your recommendation.

2:18 [Read transcript →](#)

Key details

 Task type
Commercial analysis

 Estimated time
3–4 hours

 Format
Individual or team
(2–5 students)

 Submission
Written report
(2,000–2,500 words)

The scenario

Farrer & Co LLP is acting for a well-known UK bank, London Capital Bank (the Bank), which has received a loan request from a growing gym group, Muscles R Us (the Borrower).

The Borrower is seeking £4,700,000 to purchase a property and convert it into a new gym, as part of its expansion across the UK and Ireland. The Bank has agreed in principle to lend the funds at 4% interest, repayable within 5 years, subject to your team's due diligence and recommendation.

The Bank will take the following security over the Borrower's assets:

 A legal mortgage over the property

 A charge over the Borrower's share capital (provided by the parent company, Protein Limited)

 A personal guarantee from the Borrower's CEO, Dr Henry Bicep

Your partner has asked you to run this deal. Review the information, consider the risks and provide your recommendation to the client.

 **Supporting documents**
Use the documents below to inform your analysis.

 Client briefing note
PDF · 420 KB

 London Capital Bank – financials
XLSX · 190 KB

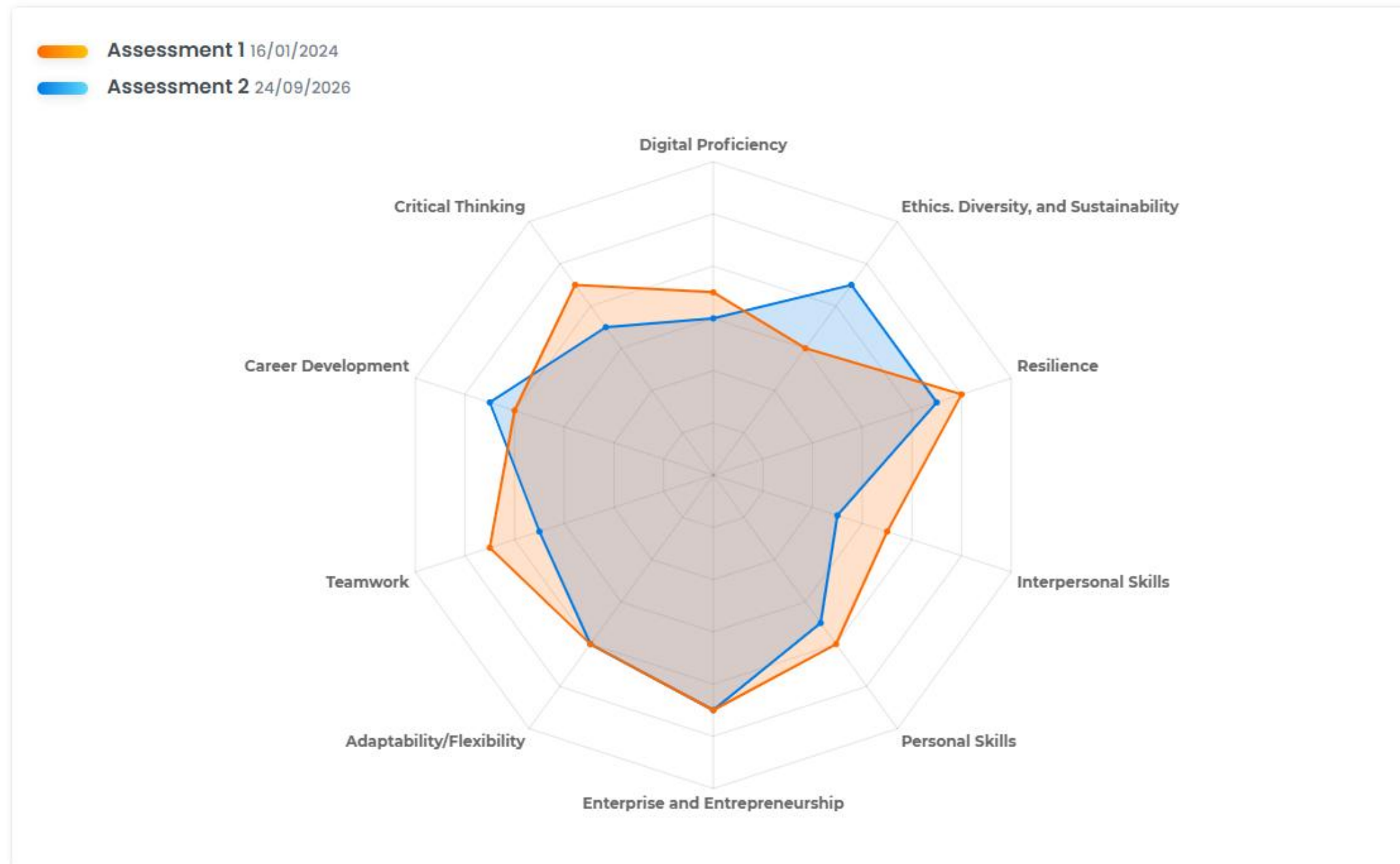
 Property information pack
DOCX · 1.2 MB

[Start the task →](#)

Work Tasks

Build skills through authentic, employer-led tasks and real-world activities.

Your skills profile



Skills Profiling

Tracking how skills develop before, during and after each experience.

AI recommendation

Here's how we'd recommend structuring it

Based on what you've told us, we recommend the following structure. You can change anything before continuing.

RECOMMENDED STRUCTURE

8-week collaborative marketing project

ACTIVITIES

- 7 +

HOW IT RUNS

Team-based · Virtual

Students collaborate in teams over eight weeks to devise a marketing campaign, supported by regular mentoring sessions with Northwind's marketing staff before submitting and presenting their final recommendations.

Why we've suggested this

The student journey

Suggested by AI — you can edit, add, remove or reorder anything here.

Improve my structure Add activity

1

Project Briefing and Team Launch Week 1 Employer session Suggested by AI

Attend the virtual kick-off session, meet your team members and mentors, and review the marketing challenge brief.

We still need: Platform link for the virtual meeting · Confirmed date and time for the kick-off

↑ ↓ Edit

2

Initial Research and Campaign Direction Weeks 2-3 Student submission Suggested by AI

Collaborate within your team to research target audiences, analyse competitors, and submit a 1-page outline of your proposed campaign direction.

↑ ↓ Close

Activity 2 — Initial Research and Campaign Direction

Activity title	Timing	Activity type
Initial Research and Campaign Direction	Weeks 2-3	Student submission

What students will do

Collaborate within your team to research target audiences, analyse competitors, and submit a 1-page outline of your proposed campaign direction.

What you need to provide

Supporting background materials, brand guidelines, and templates for the initial outline.

 **Ready-made scaffolding**

Flexible templates that guide students through each stage of an experience.

Experience details **Students**

Students

See which students have engaged with this experience and track their progress.

20
Applicants

12
Shortlisted

8
Invited

5
Started

3
Completed

All students

▼

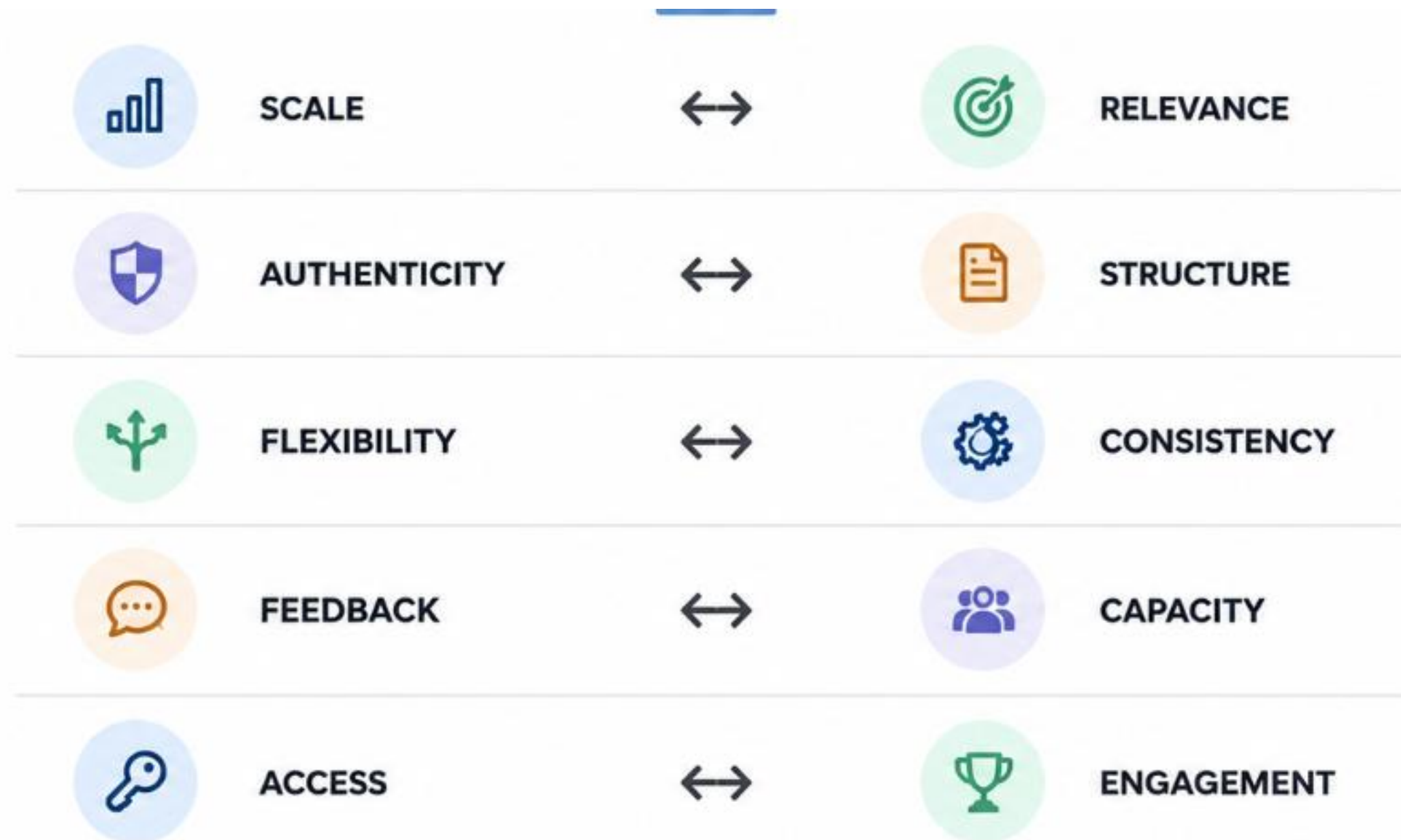
STUDENT	COURSE	APPLIED	STATUS	LAST ACTIVITY	
SD Stephen Davie	Business Management	17 Sep 2026	Applied	17 Sep 2026	View
AC Amelia Carter	Marketing	12 Sep 2026	Shortlisted	15 Sep 2026	View
EW Ethan Williams	Business	11 Sep 2026	Invited	14 Sep 2026	View
SP Sofia Patel	Marketing	10 Sep 2026	Started	13 Sep 2026	View
OB Oliver Brown	Communications	09 Sep 2026	Completed	08 Sep 2026	View
GW Grace Wilson	Business	08 Sep 2026	Applied	08 Sep 2026	View
NT Noah Thompson	Marketing	06 Sep 2026	Applied – Unsuccessful	07 Sep 2026	View



Engage, Review & Support

Tracking participation and reviewing submissions with feedback at scale.

The balancing act.





Claire Broomby

Head of Programmes,
Upskill Me



Rosa Alexander

Senior Programme
Manager, Upskill Me

From Potential to Possibility

Scaling Employability Through Skills Development

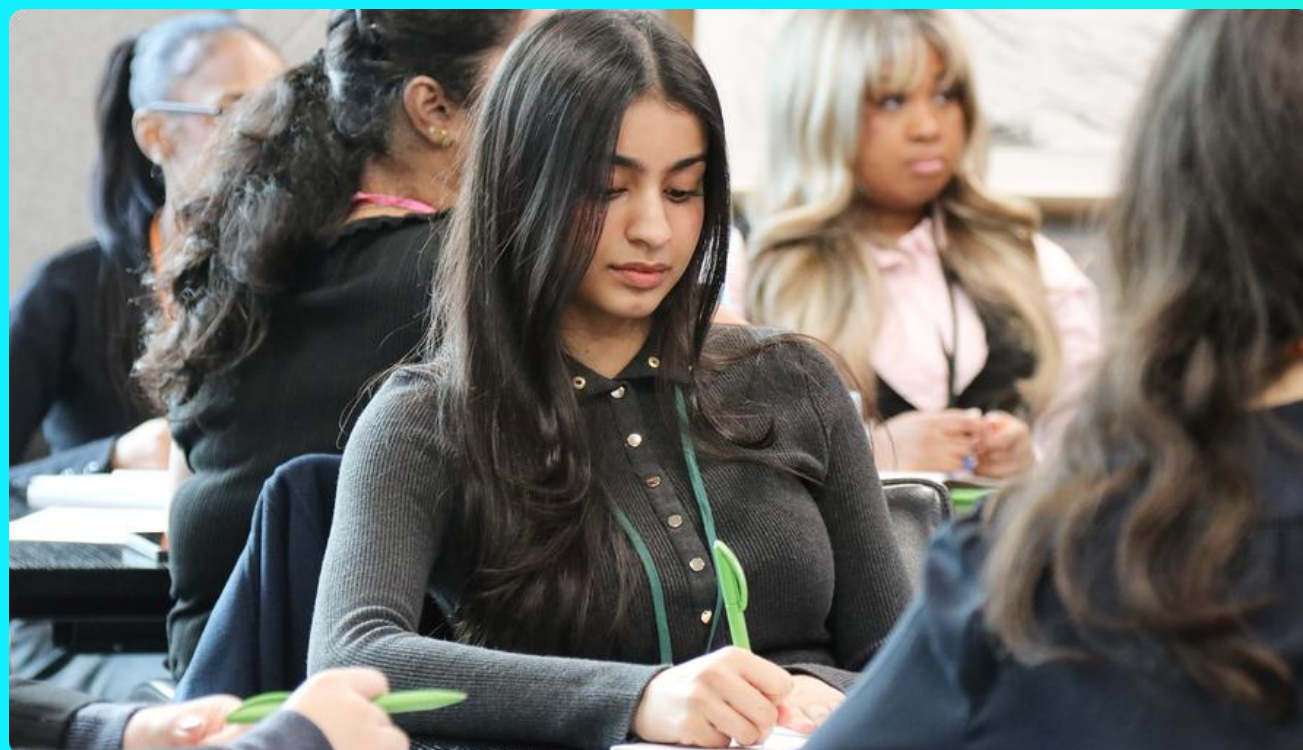
HEADLINE PARTNER



SUPPORTING PARTNER







PROGRAMME

Bespoke Work Experience Programmes

Help young people from every background discover a career in your industry, and give your colleagues a meaningful way to give back.

How it works



The right students

Recruited via partner schools and screened against demographic data



Real work

Two industry projects, career activities and an inspiring site visit



Four full days

Hosted at your offices, on a schedule that suits you



Fully managed

UpskillMe runs it end to end, showing a real commitment to social mobility

Proven track record

Recent cohorts of 30 Year 12 students

83%

minoritised
ethnicities

81%

eligible for
free school
meals

92%

continued
engagement

Building brand equity

98%

leave with a
positive view of
the host

90%

plan to apply
there

Finance & Banking Society

With a leading multinational bank, sponsored by its DE&I Committee

The programme

Students from underrepresented backgrounds work alongside bank colleagues to build employability skills and explore roles in finance.

30

students

52

volunteers

4

months

What made it work



Real trading desk simulations

Built with two of the bank's desks



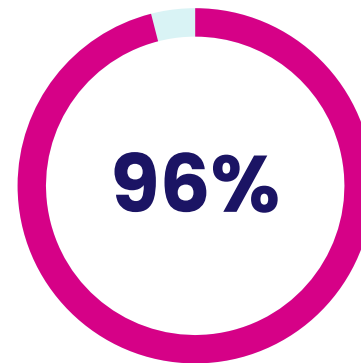
Repeated touchpoints

Trust builds, so interactions go deeper

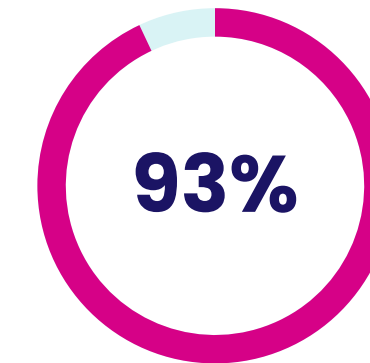


Volunteers grow too

Colleagues build mentoring skills



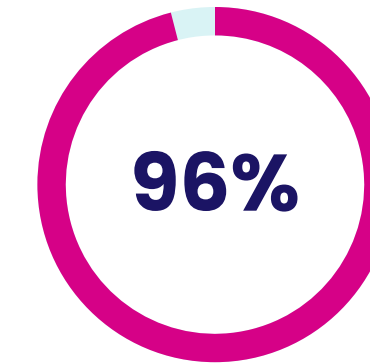
of students said
volunteers
improved their
industry
understanding



of students would
apply to work at the
bank



of volunteers felt
they added value
and would
recommend it



of students feel
capable of a
successful finance
career

9

of 17 applicants went on to further bank opportunities
including work experience and scholarships

Tailored Coaching Programme

Targeted support that removes barriers to entry for underrepresented students

How it works



Built around you

Bespoke to your business needs



We handle the admin

Safeguarding, logistics, comms and scheduling



Expert-led

UpskillMe facilitators run every session



Light touch for staff

Volunteers trained, minimal prep needed

How it helps



A warm talent pool

Candidates who know your brand and are ready



Better retention

Long-term loyalty to your brand



Wider reach

Not limited by your office locations



Clear impact data

Reporting and feedback to shape strategy

Example sessions



1:2:1 interviews



Mock assessment centre



Confidence building



Engineering Apprenticeships

With a leading engineering and technology firm

The challenge

Female applicants early in apprenticeship screening were more likely to withdraw and to find the process harder. The goal: retain and convert talent already in the pipeline.

What we did



Confidence webinar

How to make their voice heard



Virtual mock assessment centre

Practise the tools in a safe space



Optional 1:2:1 mock interviews

Extra practice for those who want it



reported more confidence and saw why their voice matters



felt more confident about the assessment centre
84% significantly

“

'I particularly found helpful and enjoyed the tips for those who are naturally quieter; these were super helpful and I'll probably carry with me for life.'

69%

of the client's apprenticeship hires attended our webinar or coaching

16

hires

9

back-up hires

Panel



Chair
Dan Doherty

Speakers



Head of Talent EMEA at
Norton Rose Fulbright
Jess Fox



Retail Skills Sector Board
Chair at BPP
Ruth Jennings



Talent Attraction & Outreach
Advisor
Gareth Ellis-Roberts



Head of Careers,
Employability & Skills at
University of Kent
James Corbin



Head of Social Science (with
responsibility for Careers) at
Ark Academy Wembley
Andrew Lisle



Student at Logic Studio
School
Jesieca Lavadia



Student at Ark Academy
Wembley
Adam Shah

Breakfast News January 2027

Register now



The logo for 'gti breakfast news' is centered on a blue-to-green gradient background. It features a black rounded square with the lowercase letters 'gti' in white. To the right of this square, the words 'breakfast' and 'news' are stacked vertically in a bold, black, sans-serif font.

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