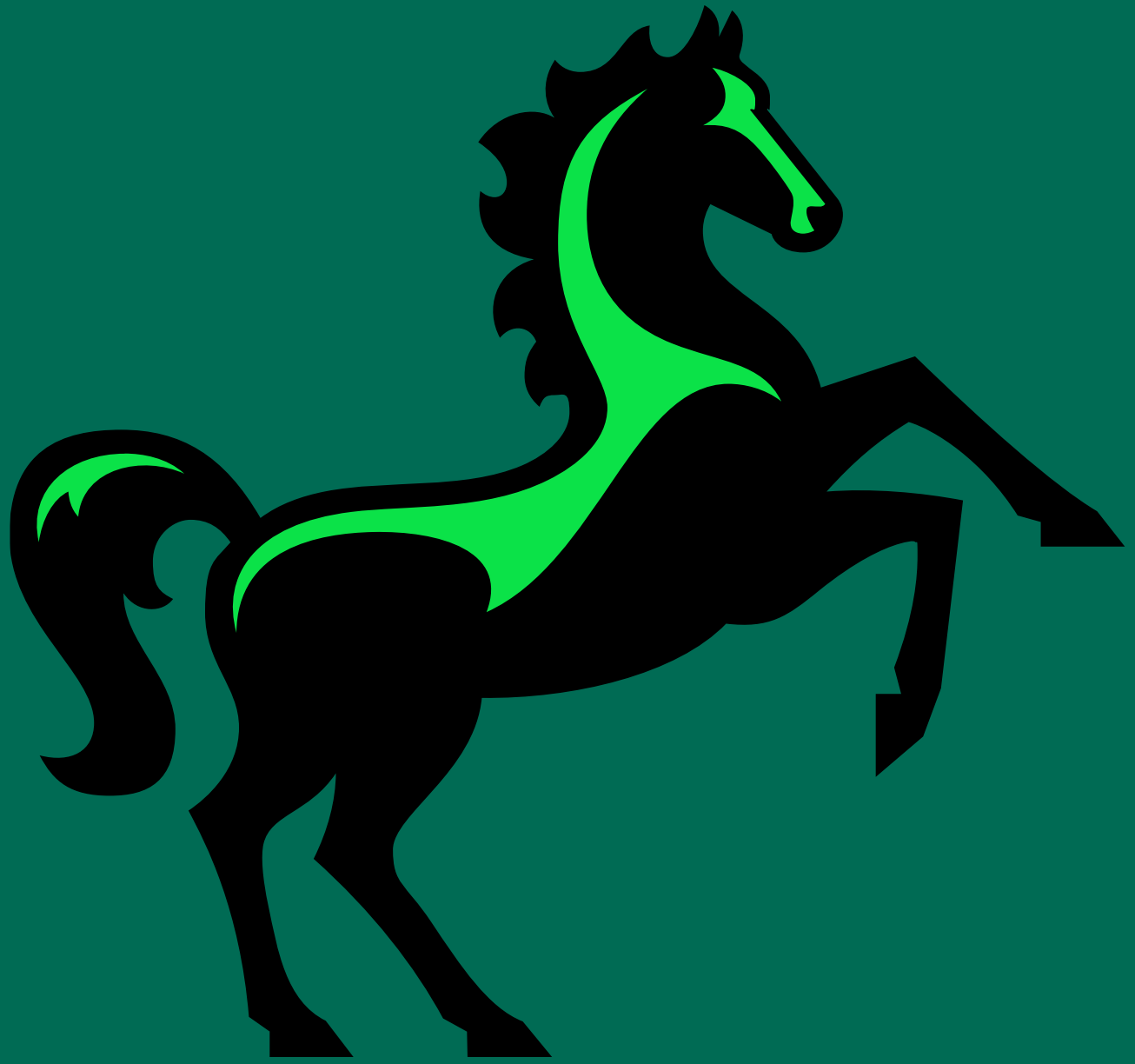

LLOYDS BANKING GROUP

Prospectus 2026/27

England

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Helping Britain Prosper

Every year, 700,000 young people move through education on a conveyor belt they cannot stop. They will enter the world of work whether or not that journey has prepared them properly.

They face unprecedented uncertainty; a labour market being reshaped by AI faster than education systems can respond. Career paths that once looked stable no longer do.

Working hard and gaining qualifications is no longer a guarantee of success. Youth unemployment is not an abstract statistic. It is thousands of young people discovering that the deal they were promised has weakened.

Students tell us this clearly. They feel the financial burden of university. The degree premium no longer feels certain. And high-quality apprenticeships remain scarce and fiercely contested. We see their uncertainty.

That uncertainty is not irrational. Students are clear eyed about a system that is not keeping pace with their needs or giving them confidence in the routes ahead.

Where a young person grows up still shapes what they can access. A student two miles from a major employment hub and one in a small rural or coastal town do not start from the same place. Pretending otherwise helps no-one.

Confidence and self-belief deficits aren't individual failings. They stem from a system that has not shown enough young people, clearly enough, that they have something real to offer the world.

This is our moment to change things for good.



How we bring this to life

Employer engagement is one of the clearest ways to help young people see education as a route to opportunity. Students who have multiple meaningful encounters with employers go on to earn more, achieve more strongly and are less likely to be economically inactive in adulthood.

In the last academic year, more than 120,000 young people took part in events and activities through Lloyds Banking Group. This year our ambition is no less bold..

The Programme is built on four missions:

- Building the essential skills every job demands
- Navigating an increasingly complex careers landscape
- Experiencing the workplace in ways that raise aspiration
- Being ready for work when the moment arrives

It is built to support students across the whole of secondary education. Transformational, not transactional.

We deliver through many different routes to create equity of access and scale. Students can visit our hubs in Bristol, Leeds, Birmingham, Edinburgh, Cardiff, Halifax, London & Belfast. We work directly in schools. We bring live connected classroom experiences to students outside major cities. We deliver 52 weeks of the year.

Because young people do not pause. Neither do we.

A wide range of friends and partners have helped us build the experiences you see in this prospectus. The Careers and Enterprise Company, Skillsbuilder Partnership, Uptree, ConnectR, Tech She Can, Young Professionals, STEM Ambassadors, local Careers Hubs and of course you – the educators, on the front line, every day.

- Live connected classroom into every classroom
- Lloyds colleagues in schools
- Interactive experiences, live-facilitated throughout
- Connectr, Careers Live, holiday and weekend provision
- 52 weeks a year — young people do not pause

Nothing is pre-recorded or passive. Every session is live, interactive and facilitated throughout.

A Journey, Not a Visit

Most employer engagement asks something modest of a school. A careers fair, a mock interview, a visiting speaker who inspires for forty minutes and leaves. These are not bad things. But they are not enough.

A single afternoon cannot build the skills that take years to develop. A careers fair cannot replace the sustained, progressive experience of an employer who keeps showing up for students in every year of their secondary education.

Students tell us they leave careers fairs without speaking to a single employer. They leave mock interviews knowing the STAR technique but not knowing themselves. They want more; more contact, more context and a more honest conversation about what work looks like.

A student entering Year 7 in September 2026 has seven years ahead of them. This prospectus is optimised for 2033 — the year those students graduate into whatever the world of work has become by then.

What makes the difference is not a single visit. It is sustained, progressive engagement — the same employer, year after year, each experience building on the last. That compounds. A transactional encounter leaves a memory. A progressive journey changes outcomes.



Build Opportunity Year by Year

Executed fully, a student beginning in Year 7 could have ten or more substantive experiences with Lloyds Banking Group before leaving education — each one building on the last, calibrated to where that student is in their development.

Year 7	Building essential skills for the first time. Understanding what they are and beginning to develop a language for them.
Year 8	Deepening those skills in a different context. Starting to connect them to what employers actually look for.
Year 9	Navigating careers. Understanding the landscape, the options, the routes. Encountering the workplace for the first time.
Year 10	Investigating and exploring. More sustained contact with the workplace, employability craft beginning to develop.
Year 11	Applying and demonstrating. Real workplace experience, application skills, understanding of the recruitment process.
Year 12	Ready for work in earnest. Assessment centre preparation, specialist skills, serious engagement with the application cycle.
Year 13	The final step. Confident, prepared, clear about their strengths and their next best move.

This is not a prescription. Schools choose what they take and when. But the architecture is here, and the evidence is clear: young people who have sustained, progressive employer engagement throughout their education arrive at the end of it in a fundamentally stronger position.

Four Missions. One Programme.

Everything in this prospectus sits within one of four missions — a complete programme of support from Year 7 to Year 13.

01 Building essential skills

The human capabilities that underpin every job in every sector, developed progressively from Year 7 to Year 13, calibrated to the Skillsbuilder Universal Framework.

02 Navigating careers

Experiences to help students understand a rapidly changing jobs landscape, broaden horizons, and develop the employability craft to find and secure opportunities.

03 Experiencing the workplace

Structured encounters that raise aspiration, build commercial understanding and give students a genuine sense of what working life looks and feels like.

04 Ready for work

For students approaching the transition into employment or further training — the specific skills, knowledge and confidence needed to take that step successfully.

Key Stage	Equalex Phase	Delivery	Duration	Capacity	Availability

MISSION 01

Building Essential Skills

01

Human skills. Built to last.

Why essential skills matter

£4,600

Increased annual earnings

25–50%

Reduced unemployment risk

£22bn

Value to UK economy

Every job in the UK economy, at every level, requires them. Not qualifications. Not technical knowledge. The human skills that allow people to communicate, solve problems, work with others, lead, stay positive under pressure and plan with purpose.

These are the skills employers consistently say are hardest to find and most valuable when they do. They are not taught once and retained forever — they are built progressively, over time, through practice and reflection. That is why our Skillsbuilder experiences are designed as a ladder, not a menu.

A student who moves through the full ladder from Year 7 to Year 13 does not simply know more about essential skills. They have practised them, in progressively more demanding contexts, across seven years of education.

In 2026/27 we are introducing a second ladder alongside Skillsbuilder — a suite of financial capability sessions building financial literacy progressively across the same year groups. From 2027 financial capability will become a more significant curriculum requirement. Schools that start now will be ahead of that curve.

How these experiences are delivered

All ten experiences can be delivered as single period sessions to entire year groups via connected classroom — a live, facilitated session delivered by a Lloyds trainer simultaneously into every classroom.

Nothing is pre-recorded. Nothing is passive. Every session is live, interactive and facilitated throughout.

They can also be stacked: a Skillsbuilder Day or Financial Capability Day sees five year groups each receive their age-appropriate experience in a single school day.

The Skillsbuilder Ladder

1 Imaginative Inventors — Sustainability Edition

Year 7. Students work in teams on creative concepts to help Lloyds Banking Group reduce its environmental footprint. They develop and pitch ideas, building confidence in speaking, listening and creative thinking from the very start of their secondary journey.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
KS3 (Year 7)	Introduce and inspire	Connected classroom / campus / virtual	60–90 mins	30–350 students	Year round

2 Mayor for the Day

Year 8. Students examine civic issues affecting young people, design policy solutions and pitch their proposals as if running for mayor. A stepping stone from Imaginative Inventors that takes creative thinking into the real world of community and civic responsibility.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
KS3 (Year 8)	Introduce and inspire	Connected classroom / campus / virtual	60–90 mins	30–350 students	Year round

3 Crimefighters

Year 9. Amara is an aspiring TikTok creator who receives a job offer too good to be true. Students step into the world of LBG's fraud investigators to uncover the truth and prevent financial crime — connecting essential skills to real consequences in a context that lands.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
KS3 (Year 9)	Investigate and explore	Connected classroom / campus / virtual	60–90 mins	30–350 students	Year round

The Skillsbuilder Ladder (continued)

4 Recruitment Race

Year 10. Students take on the role of hiring leads for Lloyds Banking Group, experiencing the recruitment cycle from the employer's perspective. By Year 10 the hiring manager viewpoint lands with genuine relevance — and the shift in perspective is consistently one of the most powerful moments in the programme.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
KS4 (Year 10)	Investigate and explore	Connected classroom / campus / virtual	60–90 mins	30–120 students	Year round

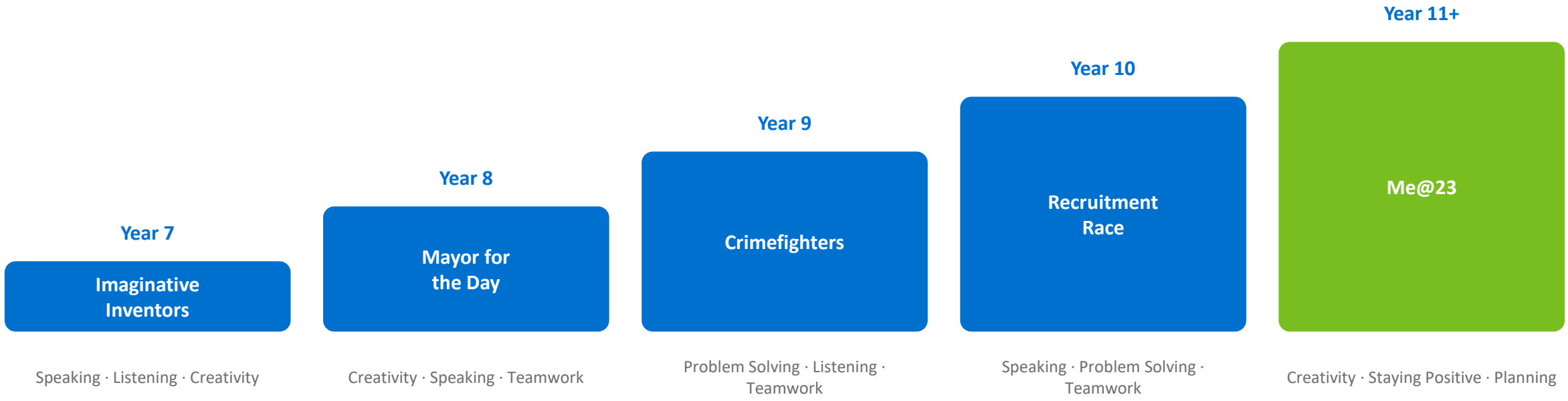
5 Me@23

Year 11 and above. Students envisage their future selves at age 23 — how their lives might look, the finances needed to fund that lifestyle, and how their aspirations align with career choices available to them. Brings the abstract future into sharp focus at exactly the moment students are beginning to make decisions that will shape it.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
KS4–KS5 (Year 11+)	Investigate and explore	Connected classroom / campus / virtual	60–90 mins	30–120 students	Year round

Skill Stacking

The Skillsbuilder framework has eight skills each with fifteen steps to mastery. Skill stacking sees students undertake an age-appropriate Skillsbuilder experience from Year 7 through to Year 13, enabling skills to be developed incrementally over time — normalising the language and moving students progressively closer to employer expectations as they approach school leaving age.



Whole School Skillsbuilder and Financial Capability Days

A Skillsbuilder Day or Financial Capability Day is a whole school takeover. Five year groups. Five experiences. One day. Each year group receives their age-appropriate session delivered simultaneously through connected classroom — without a single year group leaving the building or a single timetable significantly disrupted.

Schools can run a pure Skillsbuilder Day, a pure Financial Capability Day, or a mixed day drawing from both ladders. Our guidance: start early, build consistently, and let the ladder do its work.

To discuss which format is right for your school, join one of our Tuesday morning drop-in calls. Details in Chapter 6.



Period 1	Year 7	**Imaginative Inventors** or Bank on It
Period 2	Year 8	**Mayor for the Day** or Money Moves
Period 3	Year 9	**Crimefighters** or Money Minded
Period 4	Year 10	**Recruitment Race** or Make It Count
Period 5	Year 11+	**Me@23** or Investing in You

The Financial Capability Ladder

From 2027 financial capability will form a more significant part of the curriculum. These five sessions build financial literacy progressively from Year 7 to Year 13, developing the knowledge, critical thinking and emotional resilience around money that young people need to manage their finances confidently throughout their lives.

Each session follows the same connected classroom delivery model as the Skillsbuilder experiences and can be delivered individually or as a full capability stack. Schools can use either ladder or both, building a programme that reflects their students' needs and their existing provision.

All five sessions launching November 2026

Schools that start building financial capability provision now will be ahead of the 2027 curriculum requirement.



Financial Capability Experiences

1 Bank on It

Year 7. An introduction to bank services, the difference between goods and services, and what it means to be a critical consumer. Students explore how financial decision making can be influenced and begin to develop the habits of mind that lead to better choices.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
KS3 (Year 7)	Introduce and inspire	Connected classroom / campus / virtual	60–90 mins	30–350 students	From November 2026

2 Money Moves

Year 8. Where does money come from, and where might it come from in the future? Students explore digital tools for managing finances, credit and debt, and how financial decisions connect to wider wellbeing — building on the critical consumer thinking introduced in Bank on It.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
KS3 (Year 8)	Introduce and inspire	Connected classroom / campus / virtual	60–90 mins	30–350 students	From November 2026

3 Money Minded

Year 9. Students explore financial products, their benefits and risks, and how to stay safe in a digital financial world. The session broadens into values — what money means to us, why we give to charity, how saving and spending makes us feel, and what financial products genuinely meet our needs.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
KS3 (Year 9)	Investigate and explore	Connected classroom / campus / virtual	60–90 mins	30–350 students	From November 2026

Financial Capability Experiences (continued)

4 Make It Count

Year 10. Managing money with intention. Students learn about tax and national insurance, explore the range of occupations and salaries available to them, and look at how savings can prepare for an uncertain future. Like Me@23 in the Skillsbuilder ladder, this session brings financial reality into focus at the moment it starts to matter.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
KS4 (Year 10)	Investigate and explore	Connected classroom / campus / virtual	60–90 mins	30–350 students	From November 2026

5 Investing in You

Years 11 to 13. The final rung of the financial capability ladder. Students explore the risks and rewards of savings and investment, examine different approaches to managing money, and develop the financial confidence to make informed decisions as they cross the threshold into financial independence.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
KS4–KS5 (Yrs 11–13)	Apply and demonstrate	Connected classroom / campus / virtual	60–90 mins	30–350 students	From November 2026

The five financial capability sessions can be stacked across five year groups in a single day, mirroring the Skillsbuilder Day model. Schools can also mix and match sessions from both ladders to build a programme that reflects their existing provision.

MISSION 02

Navigating Careers

02

Finding your way in a world that keeps moving

Why navigation matters

Students today have more choices available to them than any previous generation. More routes, more sectors, more ways of entering and progressing through a career. But more choices without better navigation is not an advantage. It is overwhelming.

The world of work extends far beyond the neighbourhood outside the front door, and far beyond the sectors and roles that feel familiar or accessible from where a young person happens to grow up. At the same time, things that have seemed stable and reliable about the routes into work now feel somewhat less certain.

Students are navigating a landscape that is genuinely more complex than the one their parents navigated, with more variables, more options, and less certainty about which choices will lead where. That is not a reason for anxiety. It is a reason for better navigation tools.

The experiences in this chapter are designed to widen horizons, deepen understanding, and give students the knowledge and confidence to choose their pathway wisely rather than by default. Together they form a continuous offer — from assemblies that open up new worlds of possibility, through events and platforms that keep students informed and equipped, to a community that rewards sustained engagement with genuine priority access to the opportunities that matter most.

A note for careers advisors

The experiences in this chapter, mapped across your year groups alongside those in Chapter 2, provide substantial coverage towards your equalex hours target from a single employer relationship. Schools working with us consistently across both chapters tell us the planning burden reduces significantly once the ladder is in place.



Skills Safaris

The traditional careers fair has a problem. In our research, students consistently tell us they leave having not spoken to a single employer — too nervous to approach a stand, put off by the noise and crowd, unsure what to say or which employers are relevant to them. Employers leave frustrated. Schools repeat the exercise next year.

Skills Safaris reinvents the careers fair without replacing it. The model is simple, low cost and remarkably effective. Each student receives a skills card based on the Skillsbuilder Universal Framework. Their task is to explore the fair, find employers and roles where each of the essential skills is practised, and collect stamps to complete their card.

A small prize for students who complete all skills drives interaction, gives every student a conversation starter, and shifts the dynamic from passive browsing to active investigation. The result is a threefold increase in meaningful student and employer conversations.

We provide all materials for reproduction including briefings for students, facilitators and employers, free of charge. The only cost to the school is reproduction and a pack of pre-inked stamps. We will bring it, set it up, and hand you everything you need to run it independently in future.

3x

increase in meaningful student and employer conversations

Free

All materials provided for reproduction at no cost



KS KS3 to KS5

PHASE Introduce and inspire

DELIVERY In person at school careers fair

DURATION Flexible

CAPACITY Whole year group or school

AVAILABLE Year round, Tuesday drop-in

Tech for Everything Assemblies

The UK economy is transitioning to one where technology and data permeate almost every role, in almost every sector. Yet many students still associate technology careers with computing lessons and assume they are only for people who are already technically minded. Tech for Everything Assemblies exist to dismantle that assumption.

Designed for KS3 students, each assembly is organised around subject groupings — showing students real working examples of how technology is changing and creating new career pathways in fields they already know and care about.

Each assembly runs for 20 to 25 minutes, delivered live to large cohorts. Available as a live stream, as a replay for use on a different date, or as material incorporated into a live presentation from a Lloyds Banking Group speaker.

The intent is simple: a student studying drama or geography should leave understanding that technology careers are as relevant to them as to anyone sitting in a computing class.

Developed in partnership with Tech She Can.

1. **Technology for English, Language, Music, Arts and Drama**
2. **Technology for Geography, Science, Computing and Design**
3. **Technology for Maths, PE, History, RE and Citizenship**

KS KS3	**PHASE** Introduce and inspire	**DELIVERY** Live stream / replay / live speaker	**DURATION** 20–25 mins	**CAPACITY** Whole year group assembly	**AVAILABLE** Year round, all three available now

Driving a Sustainable Future

The shift to electric vehicles and the broader journey towards decarbonisation is one of the most significant economic and industrial transformations of our lifetime. It is also one of the richest sources of new careers across engineering, finance, technology, policy, design and beyond — careers available to students studying almost any subject, not only those on a science or technology track.

Driving a Sustainable Future is a two-period experience for KS3 students in Years 7 to 9 that brings this transformation to life in two distinct ways.

In the first period, delivered via connected classroom, students explore the context of electric vehicles and the UK's journey towards decarbonisation — understanding the scale of the change underway, the careers it is creating, and their potential place within it.

In the second period, students move into a hall or gym space where, working in groups across two classes, they complete a practical hands-on session with Indi robots — developing problem solving, teamwork, logical thinking and introductory coding skills through direct experience rather than instruction. Facilitated by Lloyds Banking Group volunteers.

1 **Period 1 — Connected Classroom**

Electric vehicles, decarbonisation context, careers landscape and students' potential place within the transformation.

2 **Period 2 — Practical with Indi Robots**

Hands-on problem solving, teamwork, logical thinking and introductory coding through direct experience in a hall or gym space.







KS KS3 (Years 7–9)	**PHASE** Investigate and explore	**DELIVERY** Connected classroom + in-person practical	**DURATION** Two periods	**CAPACITY** Two classes per practical session	**AVAILABLE** Year round, Tuesday drop-in

Careers Live

Every month, on the first Tuesday at 5pm, Careers Live brings the careers fair to wherever a student happens to be. We take a career space — a sector, a role, a challenge facing young people navigating the world of work — and bring together industry experts, training providers and LBG apprentices to explore it in depth.

But Careers Live is not a showcase of careers at Lloyds Banking Group. It is a masterclass series in the craft of building a career — whatever that career might be and wherever it might lead. Topics covered include how to organise and make the most of your final year, how to write a winning application, how to manage nerves in interviews and assessment centres, how to use AI responsibly in your job search, and everything you need to know about finding and securing an apprenticeship.

Every episode is hosted by LBG apprentices. Every episode is available on replay through the Lloyds Early Careers YouTube channel. Schools can also live-stream Careers Live directly into classrooms.

Each episode is badged against one of our four missions. Dates and topics for 2026/27 to be confirmed. All episodes available on replay through Connectr and the Lloyds Early Careers YouTube channel.

Every month

First Tuesday, 5pm
Zoom live, YouTube live and replay
Approx. 60 minutes
Unlimited capacity



KS KS4 and KS5

PHASE Investigate and explore

DELIVERY Zoom live, YouTube live and replay

DURATION Approx. 60 minutes

CAPACITY Unlimited

AVAILABLE Monthly, first Tuesday, 5pm

Skillsfest

Four times a year, Lloyds Banking Group throws open the doors of its major locations and invites students, parents and educators in to see what working life looks like — and to try some of it for themselves.

Skillsfest is not a presentation about careers at Lloyds. It is an immersive, interactive experience of the workplace, with a programme that changes every season so schools can return repeatedly and never encounter the same experience twice.

In 2026/27 Skillsfest returns in two seasons. The Autumn series runs from late September to mid October, visiting Bristol, Leeds, Birmingham, London, Edinburgh and Cardiff. The Spring series returns in late January during National Apprenticeship Week, adding Halifax.

Both seasons also feature Skillsfest LIVE — a virtual version designed from the ground up for an online audience. Not a broadcast of a physical event. Its own thing.

Booking through Connectr, where members receive priority notification before places are released openly.

Autumn series

Late September to mid October 2026

Bristol, Leeds, Birmingham, London, Edinburgh, Cardiff

Spring series

Late January 2027 — National Apprenticeship Week

Bristol, Leeds, Birmingham, London, Edinburgh, Cardiff, Halifax

KS KS3 to KS5

PHASE Investigate and explore

DELIVERY On campus (6 locations) and Skillsfest LIVE

DURATION Half day

CAPACITY Up to 400 per event

AVAILABLE Autumn 2026 and Spring 2027

Connectr — your career, always on

Connectr is the platform that holds everything together. A lifelong careers resource, a one stop shop for everything Lloyds Banking Group offers, and the place where a student's relationship with our programme deepens over time. Content is organised by life stage so what a student finds when they log in is relevant to exactly where they are in their journey.

For under 16s, Connectr focuses on foundations — making the most of extracurricular activities, choosing the right subjects, understanding post-16 options, and beginning to build a picture of the world of work.

For over 16s, the focus shifts to making it happen — application craft, assessment preparation, understanding the recruitment process, and navigating choices between further education, apprenticeships and employment.

For undergraduates, a dedicated section follows young people beyond school and into the next stage of their career development.

The priority access principle: every quota-limited opportunity — work experience places, Skillsfest tickets, assessment centre days — is advertised to Connectr members first. A student who is registered and engaged has a meaningful advantage over one who is not.

Register now

connectr.com/lloyds

KS KS2 to undergraduate

DELIVERY Digital platform, always available

AVAILABLE Year round, 52 weeks

MISSION 03

Experiencing the Workplace

03

Find your fit.

Why experience matters

Telling a young person to choose a career direction without giving them genuine exposure to the world of work is a bit like asking someone to declare their favourite food having only ever eaten in two places. You cannot know what fits until you have tried enough things to form a genuine preference.



Experiencing the workplace is not about finding the right answer. It is about widening the range of questions a young person is able to ask about their future. What does it feel like to walk into a professional environment? What kind of work energises me? What do I notice about myself when I am under commercial pressure? What does a good team look and feel like from the inside? These are not questions that can be answered in a classroom. They require direct experience — repeated, progressive, across different contexts and formats.



The experiences in this chapter form a spectrum. At one end a See Inside two hour visit that opens the door and makes the workplace real. At the other a three-day immersive programme that takes a student from self-knowledge through business craft to a full commercial simulation under pressure. Schools can enter at any point on that spectrum.

Every experience in this chapter is also, in its own way, preparation for the Ready for Work chapter that follows. The student who has spent three days discovering their strengths and running a food truck business arrives at an assessment centre in a fundamentally different state of readiness than one who has not.

See Inside and 1 Day Work Experience

See Inside

The simplest and most immediate way to make the world of work real for a young person is to show it to them. See Inside brings groups of up to 60 students into a Lloyds Banking Group hub for two hours. They see the environment, the scale, the culture and the rhythm of a major employer from the inside. They complete a Skillsbuilder activity that gives the visit structure and learning outcomes beyond a guided tour. And they meet graduates and apprentices who can answer the questions that no careers lesson ever quite covers. Sometimes the most powerful thing an employer can do is simply open the door.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
KS3 to KS5	Investigate and explore	On campus	2 hours	Up to 60 students	Two Fridays per month per campus

1 Day Work Experience

A full day in two phases. The morning is about self-knowledge: strengths, transferable skills, values and a more confident sense of what students uniquely bring to a workplace. The afternoon builds business craft: critical thinking, presentation and oracy skills, commercial awareness and SWOT analysis. The day culminates with the Sugar Cat Cafe business simulation — students work as consultants to Janet and John's Cornwall cafe, analysing the situation, developing recommendations and presenting with the commercial confidence they have spent the day building. It is, consistently, the moment students realise they are more capable than they thought.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
Year 9 and above	Investigate and explore	Campus / connected classroom / virtual	1 day	60 campus, uncapped in school/virtual	Year round, Tuesday drop-in

2 Day and 3 Day Work Experience

2 Day Work Experience

Everything in the one day experience, and then a second day that goes somewhere the first one cannot. Day 1 follows the full one day programme. Students arrive on Day 2 having absorbed what they discovered about themselves. Day 2 demystifies the recruitment process, develops and articulates personal brand, and tackles something most interview preparation never touches: the limiting beliefs that hold young people back. The assumption that they are not ready, not qualified, not the kind of person who gets these opportunities. These beliefs are rarely true and almost always damaging. Students also practice interviewing — as interviewee and as interviewer — and take part in a group exercise drawn from assessment centre simulation format.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
Year 10 and above	Apply and demonstrate	Campus / connected classroom	2 days	60 campus, uncapped in school	Year round, Tuesday drop-in

3 Day Work Experience

The full programme. Days 1 and 2 follow the complete two day programme. Day 3 is the Festival Food Truck simulation — students take on the commercial reality of running a food truck business at a festival. Logistics, finances, team dynamics, customer decisions, unexpected challenges that demand an immediate response. Everything learned across the previous two days is tested and stress-tested in an environment that is demanding, high energy and genuinely enjoyable. It is the moment the programme stops being preparation and starts being practice.

KS	PHASE	DELIVERY	DURATION	CAPACITY	AVAILABLE
Year 10 and above	Apply and demonstrate	Campus / connected classroom	3 days	60 campus, uncapped in school	Year round, Tuesday drop-in

Festival Food Truck — standalone

The Festival Food Truck simulation is also available as a standalone single day experience — for schools that want the full immersive business simulation without the multi-day commitment, or as a return visit for students who have already completed the one or two day programme and are ready for a new challenge.

Running a food truck business at a festival sounds straightforward. It isn't. Commercial decisions, team leadership, customer experience, financial management and crisis response all collide in a single high pressure day that reveals what students are made of in a way that no written exercise ever quite manages.

Commercial decisions

Pricing, stock, margin and financial management under real pressure.

Team leadership

Roles, communication, delegation and accountability within the team.

Crisis response

Unexpected challenges that arrive without warning and demand immediate decisions.

KS Year 9 and above

PHASE Apply and demonstrate

DELIVERY Campus / connected classroom / virtual

DURATION 1 day

CAPACITY 60 campus, uncapped in school/virtual

AVAILABLE Year round, Tuesday drop-in

MISSION 04

Ready for Work

04

Everything you are becomes everything they need.

Why ready for work matters

There is a gap that almost no school programme addresses directly. It sits between being capable and being seen as capable. Between having the skills, the experiences and the potential, and being able to translate all of that into something an employer can recognise, value and act on.

Many young people arrive at the threshold of work genuinely ready — more ready than they know. They have qualifications, experiences, skills and qualities that employers are actively looking for. But they do not know how to package what they have. They cannot articulate their strengths with confidence. They freeze in interviews not because they lack the answers but because nobody has ever shown them how the game is played from the other side of the table.

This chapter exists to close that gap. The Ready for Work mission is the point at which everything built across the previous three missions is translated into the currency employers actually deal in. It is not about becoming someone different. It is about making what you already are visible, legible and compelling to the people who are about to make one of the most significant investment decisions of your early career.

The experiences in this chapter are most powerful when sequenced deliberately. The Application Masterclass works best in Year 12, early enough that the gaps it surfaces can still be filled. Confident First Steps sits in the middle, building professional confidence for internships and early employer encounters. The Assessment Centre Day lands best when timed to the recruitment cycle. Together they form a preparation arc that takes a student from self-knowledge through professional confidence to genuine readiness for the moment that matters.





Application Masterclass

Most interview preparation happens too late. Students sit down with their personal statement in Year 13, discover what is missing from their story, and have no time left to do anything about it. The Application Masterclass is designed to be done in Year 12 — precisely because of what it surfaces.

The session begins with the employer's perspective: what are employers actually hoping to find when they open an application? What signals tell them this candidate is worth their time? What gaps immediately reduce a candidate's chances, and what experiences, achievements and evidence would fill them? Students leave with a clear picture of what their current story looks like through an employer's eyes — and crucially, a list of the things they can still do something about.

The session then works through the full application landscape: strengths, values and personal brand; the recruitment cycle from first application to final offer; CVs and application forms; interview skills including situational, competency and values-based questioning; psychometric assessments and video interviews.

Best in Year 12

Early enough that the gaps it surfaces can still be filled before applications open. Works best when timed to the school's own application calendar.



KS KS5, Year 12 recommended

PHASE Apply and demonstrate

DELIVERY On campus or in school

DURATION 3 to 4 hours

CAPACITY Up to 45 students

AVAILABLE Year round, Tuesday drop-in

Confident First Steps

The unwritten rules of professional environments are rarely written down anywhere. Nobody sends new starters a guide to what is expected, how to communicate, how to present themselves, what professional identity actually means in practice. Most people learn by trial and error, often at some cost to their confidence in those early weeks.

Confident First Steps gives students access to that knowledge before they need it. The session is designed for students who are actively pursuing opportunities — internships, work experience placements, apprenticeship applications — and want to show up to those experiences with genuine confidence rather than the performance of confidence. It covers professional communication in person and in writing, tone and register, how to build a professional identity that is authentic and consistent, and what employers notice, value and remember.

It is a session about the cultural gap between education and work — not the skills gap, but the cultural gap. The difference in how time is managed, how feedback is given and received, how relationships with colleagues and managers work. Students who understand that gap before they cross it arrive in their first professional environment with a composure that others take months to develop.

Available year round

Including school holidays, so students can access it at the moment it is most relevant — not just when school timetables allow.



KS KS5

PHASE Apply and demonstrate

DELIVERY Virtual and in school

DURATION 1 day

CAPACITY Uncapped virtual, up to 45 in school

AVAILABLE Year round incl. school holidays

Assessment Centre Day

The assessment centre is one of the most common and least understood elements of the modern recruitment process. Students who encounter one for the first time without preparation find it bewildering — not because they lack the ability to perform well, but because nobody has shown them what is happening or why. The Assessment Centre Day removes that disadvantage entirely.

The session simulates a range of typical devices used in apprenticeship and graduate assessments — not to teach students to game the process, but to help them understand why employers use each device, what they are genuinely looking for, and how to show up as themselves rather than a version distorted by anxiety. The emphasis throughout is on try, learn, reflect and adjust.

The day covers the full landscape of modern assessment: strengths, values and superpowers; personal brand development; CVs and application forms; interview skills including situational, competency and values-based questioning; critical and data analysis tasks; group collaboration and individual contributor tasks.

The session runs for five hours — deliberately, because real assessment centres require stamina and consistent focus. Students who have experienced that demand in a safe environment arrive at the real thing with a composure that others do not have.

Timing matters

For Year 12s: terms 5 and 6.
For Year 13s: terms 1 to 3.

Timed to the recruitment cycle, this session lands with maximum relevance and minimum gap between practice and application.



KS KS4 and KS5

PHASE Apply and demonstrate

DELIVERY On campus or in school

DURATION 5 hours

CAPACITY Up to 45 students

AVAILABLE Year round, Tuesday drop-in

T Levels

T Levels are a two-year qualification for students aged 16 to 19, combining classroom learning with a substantial industry placement. They are the vocational equivalent of A levels and represent one of the most significant developments in post-16 education in a generation.

Lloyds Banking Group is one of the UK's largest providers of paid T Level industry placements, working with a network of regional partner colleges aligned to our hub locations to support the Digital T Level standard. Students who complete placements with us have a strong track record of progressing into apprenticeship roles.

Formal T Level industry placements are delivered through our existing partner colleges and in 2026/27, we are focusing on deepening our impact with existing college partners, rather than expanding to new institutions. Students studying T Levels are though eligible to access a broader range of work experience opportunities with us outside of these placements, depending on availability.

For schools, our role is to help students and parents understand what a T Level really involves — from the industry placement to progression pathways — and to provide practical, experience-based insight that complements college and course information.

10 partner colleges

Regional colleges close to our hub locations in Bristol, Leeds, Birmingham, London, Manchester and Halifax, supporting the Digital T level standard.

Available in England only

KS KS5

PHASE Apply and demonstrate

DELIVERY Industry placement, campus based

DURATION Substantial placement across 2 years

CAPACITY Subject to college partnership

AVAILABLE Discuss at Tuesday drop-in

CHAPTER 6

Making it Happen

06

How to work with us

We are building for generations, not academic years

The products in this prospectus are designed to be used together, progressively, year after year — not picked from as a one-off convenience. The products are built to reflect the Employer Standards set by the Careers and Enterprise Company; the employer equivalent of Gatsby benchmarks. Schools that commit to the full ladder create a flywheel of sustained employer engagement that builds momentum over time, compounds in value, and produces genuinely different outcomes for young people. Today there are over one million young people in the UK who are not in education, employment or training. The flywheel in this prospectus is built so that we do not look back in seven years and wonder why we did not do more when we had the chance.

Careers and curriculum are stronger together

The schools we see making the greatest difference for their students have stopped treating careers education as a separate strand and started integrating it into curriculum teaching. When a student connects what they are learning in the classroom to what they are discovering about the world of work, both become more meaningful. We will give priority to schools that are ready to explore with us how that integration can work in practice — and we have enough experience of doing it to make the conversation genuinely useful rather than aspirational.

How to work with us (continued)

Where you are shapes what we can offer — but less than you might think

Lloyds Banking Group operates from hub locations in Bristol, Leeds, Birmingham, London, Edinburgh, Cardiff and Halifax. Schools closest to those hubs have access to our full on campus programme. But connected classroom delivery, virtual experiences, Skillsfest LIVE and our 52 week Connectr platform mean that geography is a much smaller barrier than it once was. Every school in the UK has access to a substantial and high-quality programme. We will always be honest with you about what is available where, and we will always work to maximise what we can offer.

Our programme is free. Treat it as the investment it is.

Every experience in this prospectus is provided free of charge to schools. But free does not mean without commitment. We treat what we do as an investment in young people, and we ask schools to treat it the same way. That means coming to us with a careers plan, not just a date in the diary. It means having buy-in from leadership, curriculum and scheduling. It means thinking about how you will measure and maximise the outcomes for your students. The schools that get the most from this programme are the ones that take it seriously. We will always do the same.

How we deliver

On campus

Hosted at our hub locations in Bristol, Leeds, Birmingham, London, Edinburgh, Cardiff and Halifax. Campus events normally accommodate 45 to 60 students. We provide lunch for multi-day student events. Students are expected to make their own way to and from our venues.

In school

We deliver in school in two ways. For large group experiences such as assemblies, a Lloyds colleague leads and runs the session in person. For connected classroom experiences, content is delivered live by a Lloyds trainer simultaneously into every classroom in a year group via a single Teams call, with in-room activities facilitated by the classroom teacher and supported by a Lloyds volunteer where location allows. Nothing in our connected classroom model is pre-recorded or passive. Every session is live, interactive and facilitated throughout.

Virtual and big events

Virtual experiences allow us to reach more students in more locations across the UK. Virtual work experience can be reserved by a single school or by individual students through Connectr. Careers Live is scheduled outside regular school hours. Skillsfest runs at campus locations and online through Skillsfest LIVE, normally at weekends or during school holidays.

52 weeks a year

We do not close when schools close. Connectr, Careers Live, Skillsfest and our virtual work experience programme run continuously throughout the year including all major school holidays. The 700,000 young people moving through the education system do not pause and neither do we.

Plan, Book, Deliver

01 Plan

Join one of our weekly Tuesday morning drop-in calls to discuss your careers plan, clarify questions and check availability. Every school is different and we are genuinely happy to help you think through how to build the programme that is right for your students.

Email Skillsbuilder@lloydsbanking.com and we will send you a meeting link by return.

02 Book early

Some of our experiences have limited capacity, particularly on campus. Demand is highest in terms 5 and 6 and around National Apprenticeship Week and National Careers Week. Outside those periods you will find more choice and wider availability.

Availability for the most popular experiences is typically exhausted by April 2027. Our strong advice is to plan your full year programme in September and book as early as possible.

03 Deliver

Each experience has its own delivery dynamics which we will discuss with you alongside important safeguarding considerations.

Hub locations: Bristol, Leeds, Birmingham, London, Edinburgh, Cardiff and Halifax.

Meet the team

We are a small team with a large ambition. Behind us is ten years of expertise in apprenticeships, decades of experience in graduate hiring, technical specialists, experts in recruitment and assessment, and learning designers who care deeply about the quality of every experience we put in front of a young person. Every school is unique. We see that, and we are genuinely happy to talk.

Ian Browne *Dream it, build it* linkedin.com/in/ianbrowne-uk

Ian leads Lloyds youth and school engagement for the past three years. GTI Target Jobs Early Careers Professional of the Year, Ian brings a wealth of sector experience from inside and outside Lloyds to the design and development of our programme and experiences.

Mark Bryant *The engine room*

Mark is our master scheduler, expert in automation and logistics, getting our staff, kit and everything that's needed into your school. Your go to person to know if we can fit just one more activity in.

Kathryn Curran *Bringing it to life*

Kathryn leads on product design and execution, turning the ideas and ambitions of the programme into experiences that work in practice for students and schools. If an experience lands well in a classroom, Kathryn has had a hand in making sure it does.



Tuesday On Toast



Every Tuesday morning, 8am –9am we hold Tuesday on Toast. It's an open drop in for you to discuss anything you see in this Prospectus.

Link to meeting: Click here to join the meeting

We know every school is unique, every class has its own dynamic. This is your space to connect with us and make things happen.

To get the Teams link just drop us a line skillsbuilder@lloydsbanking.com