



YOUTH SKILLS MANIFESTO 2024

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THE SKILLS OF YOUNG PEOPLE MATTER TO BUSINESS



Shevaun Haviland
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Commerce

Young people are the future talent that will drive the productivity and growth of businesses and the economy. It is vital that they have knowledge and understanding of the world of work, and the skills and behaviours they will need to make a successful transition from education to the workplace.

Alongside government and the education system, business has an important role to play in preparing young people for the world of work. To tackle longer term skills shortages, employers will need to invest more to help the next generation of employees prepare for success in the workplace by communicating the skills that are important to their business now and in the future – and by providing work experience, industry placements, and ongoing training and development.

Throughout the education and skills system, from primary school through to further and higher education, the curriculum must help young people develop the essential, transferrable skills and behaviours, and the aspiration and confidence, to succeed in the world of work. It must inspire in them a passion for lifelong learning that employers can build upon in the workplace. And, to help employers play their part, it must have the flexibility and agility to respond more quickly to business needs.

Impartial careers information, education and guidance should enable all young people and their influencers to be fully aware of the many routes to successful careers, with technical and vocational pathways to employment promoted, and funded, on a par with the traditional academic route. Careers guidance must reflect the fact that young people are now far less likely to build an incremental career in one place over time. As well as changing jobs to follow financial incentives, it will be increasingly important for everyone to continuously update and enhance their skills and learning as the modern workplace evolves.

Across the UK, Chambers are playing a crucial role in convening employers and education providers to plan for the skills needed in local communities and to ensure young people are learning and training for good, sustainable jobs. In England, 32 Chamber-led Local Skills Improvement Plans (LSIPs) are setting out the priorities for change, helping to align funding and provision to ensure people can access the training they need locally for great job opportunities.

The right steps must be taken today to develop the workforce of tomorrow.

Now more than ever, we have a shared responsibility – governments, business, the skills system and individuals – to prepare the workforce for the challenges ahead. It's vital that young people are positive, aspirational and 'work ready', and have the flexibility, critical thinking and problem-solving skills that will help them succeed in a changing workplace.

Crucially, young people will need greater guidance and support from employers to be better prepared for the world of work, through early business engagement with schools and having access to high-quality industry placements that help to apply and contextualise the learning.

THE SKILLS BUSINESSES LOOK FOR

1. LITERACY, NUMERACY AND DIGITAL SKILLS

Numeracy, literacy, and digital skills are crucial to everyday life at home and at work. Whether it's adhering to key instructions and health and safety requirements, understanding payslips and pension arrangements, or operating modern equipment, good literacy, numeracy, and digital skills are crucial for every school leaver. Without these building blocks, young people are less able to fully engage in the workplace and may face significant barriers to training, progression, and lifelong learning.

RECOMMENDATIONS

1. Schools must ensure every young person leaving education has the basic (equivalent to level 2) literacy, numeracy and digital skills needed to succeed in everyday life and in the workplace.
2. To help remove barriers to gaining technical and vocational qualifications, Further Education (FE) providers should be appropriately funded to support young people to attain basic skills, if they have left school without them.
3. Ongoing funding should be available to ensure young adults in the workplace can achieve functional levels of literacy, numeracy, and digital skills needed to fully engage with the business, engage in new learning and development opportunities, and contribute to productivity.



2. EMPLOYABILITY

Employers will look beyond qualifications to the employability skills and behaviours young people bring to the workplace. It's essential that the education system provides more opportunities to develop core skills in: teamworking and communication; creativity and problem solving; flexibility and curiosity; nurturing and leadership; as well as personal tenacity and resilience. In the workplace, employers will build on these foundations to give young people the experience and technical skills that lead to sustainable and rewarding careers.

RECOMMENDATIONS

1. Every young person must have the opportunity to engage in applied learning in the classroom, and the development of essential employability skills that help them transition to the workplace. Help young people to understand why these skills are important to employers.
2. School leaders should foster closer careers links with local employers who can support real-life problem solving and project-based learning in the classroom.
3. Ensure the curriculum provides opportunities for young people to develop entrepreneurship, leadership, and creativity skills; for example, through creating trading and charitable activities, sports and the arts.
4. The curriculum needs to embed awareness of net zero and sustainability at all levels and give children a sense of confidence and agency in their thinking about the climate.
5. All qualifications gained by young people should have elements of transferability.

CASE STUDY LIVERPOOL CITY REGION

THE CHAMBER READY STEADY GREEN PROGRAMME

The Chamber Ready Steady Green programme delivers a half day interactive session to Year 5 and 6 children, reaching over 930 children in 31 primary schools. The session introduces children to the knowledge, vocabulary, and inspiration that they need to build a low carbon future. The children virtually meet professionals who are working in the low carbon and net zero sector demonstrating the variety of jobs and opportunities available to them in their future.

"A fantastic session which covers key areas of the Year 5 National Curriculum. The vocabulary and activities provided were fun and engaging for children while giving them the opportunity to apply their learning. Children finished the session incredibly enthused about reducing the negative impact on the planet."

3. CAREERS SERVICES

Ensuring every young person has high aspirations, achieves their full potential, and can access good work in their local community, is a key priority.

Employers want to connect with young people in schools, colleges, and universities to inspire them and retain their talent in the local economy. By showcasing the exciting range of career opportunities they offer, and by providing information and work experience, employers can develop a pipeline of future talent for their business and help retain young potential in the regions.

Chambers of Commerce across the UK proactively convene business, education leaders and training providers to highlight the wide range of opportunities open to young people in the local area, and the pathways to access.

In recent years, the Careers and Enterprise Company has helped schools to develop a more strategic focus on careers education for young people, and highlighted the value of engagement with employers. However, a lack of resources in schools can often mean that employers can still face significant barriers and are unable to fully engage. This is particularly true of smaller employers who represent the majority of employment opportunities for young people.

In the British Chamber of Commerce's 2023 Workforce Survey, 46% businesses said they were engaging or were planning to engage with the education system to provide young people with careers information. 18% of respondents were involved in Careers Hubs.

“The biggest challenge to our industry is the lack of qualified agricultural engineers available to employ. If our business fails, it will be due to lack of good staff. More needs to be done to encourage young people in schools to look into all sectors of agriculture as a career”.

Small agriculture firm in Shropshire

RECOMMENDATIONS

1. Ensure young people are better informed about technical and vocational routes to employment. Building on the Baker Clause, enforce (via Ofsted) the new provider access legislation to ensure every young person up to the age of 16 has access to careers information from FE and vocational training providers, alongside traditional academic provision.
2. Every school, college and university should have a dedicated full-time resource for careers. This must ensure all young people from primary through to FE and Higher Education (HE) have access to quality careers information, education and guidance and that businesses and education providers can collaborate more effectively.
3. Careers hubs are effective in bringing together schools and colleges with local businesses and apprenticeship providers. Resources should be available to enable locally accessible provision throughout the country.

Funded initiatives should be introduced to enable young people and teaching staff to learn the most up-to-date skills from the private sector. Businesses should be supported to release experienced staff at relevant points in their career to share their skills in the classroom. Teaching staff should have continuing professional development (CPD) opportunities to develop links into relevant industry sectors.

In 2023, a large utility provider in the Midlands contacted all schools in its catchment area to initiate engagement, but only one school responded.

4. MODERN FOREIGN LANGUAGES

Modern Foreign Language skills support businesses to understand the culture of overseas markets and to communicate for international trade purposes. In the BCC's 2022 Workforce Survey, 12% of respondents overall said language skills were important to their business.

RECOMMENDATIONS

Young people should be encouraged to study modern foreign languages to at least Key Stage 4.



TECHNICAL EDUCATION

Employers report a shortage of job-specific, technical skills at all levels in the workplace, but particularly at levels 4 and 5. 73% of respondents to the BCC's 2023 Workforce Survey agree that they are experiencing skills shortages, rising to 86% of larger firms.

The education system must prepare young people for the modern workplace, which is becoming increasingly digitalised and automated, and for the needs of the circular economy. More young people should have opportunities to engage in applied learning, such as those enjoyed by students of University Technical Colleges in England, for example, with their strong focus on science, technology, engineering and mathematics (STEM) and project-based learning. This will help to bridge the gap between the world of education and the world of work and encourage young people to study for technical qualifications.

CASE STUDY

With a specialism in engineering, as well as creative & digital technologies, Doncaster UTC equips its students with the job-specific skills that are most coveted in those respective industries. As such, it is essential that the college has sufficient buy-in from local employers and businesses, to help inform the curriculum in a way that best meets their needs.

Recognising the importance of this, Doncaster Chamber played a vital role in campaigning for the UTC to be opened: convening industry and education partners; successfully lobbying government; establishing an oversight board; helping to design the building itself; recruiting governors; raising finance; and using the full weight of its platform to champion the importance of technical education.

A resounding triumph, the UTC is now widely respected throughout the UK and was even recognised as the country's best UTC in 2022, as well as the best new educational establishment in 2021. Learners and local communities have also responded incredibly, with the college being over-subscribed twofold. A second UTC is likely to be greenlit in Doncaster following this success. The Chamber continues to work alongside the education provider as well, to help it reach its full potential: organising mock interview days with Chamber members; delivering self-employment workshops; and supporting one-off events like the college's Sustainability Day (which focussed on projects in Doncaster to reduce carbon emissions).

1. T LEVELS

In England, T Levels are key to solving technical skills shortages in the workplace. Schools should be actively promoting these robust qualifications as a quality alternative to the A level pathway and a good route to employment.

Chambers of Commerce are helping to raise awareness of T Levels across their business networks and encouraging employers to provide Industry Placement opportunities. However, T Level awareness among SMEs remains relatively low and many firms lack the internal capacity to support students.

Only 9% respondents to the BCC's 2023 Workforce Survey said they offered (or could offer with support) a T Level placement, rising to more than 1 in 4 for larger firms, which is similar to the 2022 results. In 2023, 38% said they had no awareness of T Levels.

The impact of the pandemic changed working patterns and has reduced the confidence and capacity of some employers to offer T level placements. In the BCC's Workforce Survey, the number of respondents not planning or unlikely to offer T Level placements increased from 40% in 2019, to 51% in 2021 and 62% in 2022.

This highlights the importance of targeted promotion, deeper business engagement and ongoing financial support for employers to help meet the costs of providing an industry placement. Chambers of Commerce, and LSIPs, can play a major role in helping employers understand where T Levels fit in their future talent strategy. The development of the Advanced British Standard will need careful communications and engagement with businesses to avoid the risk of confusion, uncertainty and disengagement from T levels.

OUR POLICY ASKS:

1. Ensure students, education providers and businesses have certainty regarding the future of technical and vocational skills qualifications. Should the Advanced British Standard become a new British qualification framework, then clarity needs to be provided around the long term value of T Levels for prospective employers and students undertaking them.
2. Ensure schools promote T Levels to students and parents, to stimulate demand.
3. Provide clear pathways from T Levels to apprenticeships and higher education.
4. Maintain investment in targeted information and resources to help businesses understand the benefits of T Levels and stimulate more high-quality Industry Placement opportunities.
5. Reimburse businesses for the direct, additional costs of providing a high-quality T Level Industry Placement. This would enable more SMEs to offer placement opportunities and support young people to get the hands-on skills and experience they need.
6. To boost provision of industry placements, ensure rules and restrictions are regularly reviewed so that they evolve in accordance with the reality of modern workplace practices.
7. Continue to fund training providers and education institutions (e.g. UTCs) to develop the infrastructure and resources to provide T Levels when initial demand may be low.

2. ADVANCED BRITISH STANDARD

The introduction of the Advanced British Standard within the next decade has the potential to support young people to develop the broad range of academic, technical, and arts-based skills that the economy needs. At the same time, young people who wish to specialise at an early stage should continue to have access to high quality options for technical education.

While progress has been made to raise levels of investment in technical qualifications, continued focus is essential to achieve parity of access, esteem, and funding for technical and academic education and routes to employment for people throughout their working life.



3. HIGHER TECHNICAL QUALIFICATIONS

Businesses report a damaging shortage of technical skills, especially at levels 4 and 5, and have welcomed the opportunity to collaborate in the development of new Higher Technical Qualifications delivered by FE colleges, independent training providers or universities.

RECOMMENDATIONS

- Ensure young people throughout the UK have access to high quality technical education.
- Roll out Institutes of Technology (IOTs) to all regions across England to boost employer access to quality higher technical education. Ensure IOTs fully engage with their local Chambers and LSIPs, to develop a joined-up approach to skills provision in local communities.
- Boost and target communications to ensure young people and employers understand Higher Technical Qualifications, where they fit in the education and skills landscape and the progression pathways.



4. APPRENTICESHIPS

For young people, apprenticeships provide an opportunity to ‘earn while you learn’, gain in-demand industry-standard qualifications, and enjoy accelerated routes to rewarding careers.

Apprenticeships are highly valued by many employers and are key to tackling skills shortages. Firms can develop loyal, skilled employees to address business needs who understand and contribute to the culture of the business.

Chambers are working with employers to boost uptake of apprenticeships, either through direct delivery of training or by connecting businesses to high-quality training providers.

More than a third of larger firms who responded to BCC’s 2022 Workforce Survey expected to increase their investment in apprenticeships during the following year. In the 2023 survey, 25% intended to train using Level 2-3 apprenticeships and 9% intended to use higher and degree level apprenticeships.

To boost the number of apprenticeships available to young people, government needs to remove barriers in the apprenticeship system. For example, complexity in the Digital Apprenticeship Service, and excess bureaucracy around compliance and reporting, can present major barriers for SMEs. Often smaller firms outsource the HR and accounting functions, and many lack the internal resources to manage apprenticeships.

There are other significant barriers facing SMEs, including the difficulty of providing the mentoring and pastoral support that many young apprentices need. A fifth of respondents in BCC’s 2022 Workforce Survey said they didn’t have the capacity to deliver apprenticeships, and especially when they had remote working arrangements in place for their teams.

“it is difficult to support apprentices when so many of them are working remotely”

Large health, social work, or third sector organisation in Bristol

“Doing so is hard whilst our staff are working remotely”

Small marketing, advertising, or communications firm in Coventry and Warwickshire

Often, as SMEs typically require training for a very small number of apprentices, they may also struggle to procure the relevant apprenticeship training provision in their local area.

A lack of public transport provision is an additional barrier for some young apprentices, particularly in rural areas. In BCC’s 2022 Workforce Survey, 17% of employers said there was a shortage of young people applying for apprenticeship roles.

“Too remote, no transport for them”

Small Agri, forestry, fishing or mining firm in West Cheshire and North Wales

“Remote location, vehicle a must”

Small retailer in Essex

“The workforce needs a car to get to our sites or offices. Apprentices don’t generally have cars”

Medium sized construction, engineering firm in Essex

Other SMEs say some school leavers are unable to immediately commence a Level 3 Apprenticeship Standard because it is too much of a stretch for the young person, particularly when there is often no Level 2 entry level Standard available to build upon. It is important to ensure pathways for all learners to progress.

4. APPRENTICESHIPS (CONTINUED)

Larger businesses who pay the apprenticeship levy often report that their budgets for wider apprenticeship-related costs – and other forms of essential training – have been displaced by the rigid restrictions around levy spending. By evolving the apprenticeship levy into an accredited training levy, government would help employers create more pathways and apprenticeship opportunities for young people joining the workforce at the beginning of their careers.

Another barrier to apprenticeships is the lack of formal skills planning within SMEs. In the BCC 2023 Workforce Survey, 41% of businesses had a training plan, 21% had a recruitment plan and 39% were engaging with schools, colleges, and universities.

While great progress is being made in the use of apprenticeships for the development of managers and the upskilling of the adult workforce, employers can do more to create a balanced offering that includes opportunities for young people. Funded business support services would help employers assess, articulate, and plan for their skills needs at all levels in the business and support them to create a balance of apprenticeships from Level 2 to Level 5 and above.

RECOMMENDATIONS:

1. Fund specific business support services to help employers identify, plan, and invest in workforce skills needs.
2. Maintain an employer-led apprenticeship system. Employers of all sizes, and across the four nations, should be supported to identify and co-design apprenticeship qualifications needed by their business and sector.
3. Ensure apprenticeship standards and training are available and accessible from Level 2 to Level 7 for working people of all ages. IFATE should create more Level 2 apprenticeship standards, or ensure alternative solutions, in all main industries to boost training and in-work progression opportunities for young people.
4. Improve flexibility and reduce complexity in the apprenticeship funding system to remove barriers for employers and young people.
5. Reinstate the employer apprenticeship financial incentive to encourage SMEs to recruit and train young apprentices.
6. Extend Child Benefit to low-income families where a young apprentice aged 16-18 is in receipt of the National Minimum Wage Apprentice Rate. The removal of Child Benefit acts as a strong financial disincentive to taking up apprenticeship opportunities. Over time, remove the Apprentice Rate and pay apprentices the age-appropriate national minimum wage rate.
7. Tackle low achievement rates by ensuring funding bands meet the true cost of delivery. This will enable providers to invest in pastoral care and support for apprentices who are struggling to complete the apprenticeship.
8. Introduce more flexibility in the Apprenticeship Levy and allow it to evolve over time into an accredited training levy. Enable a percentage of the levy pot to be used for other in-work training opportunities for young people.
9. Use greater flexibility in the Apprenticeship Levy to encourage larger businesses to provide more apprenticeship opportunities for young people at Levels 2 and 3.

SUPPORTING YOUNG PEOPLE WHO ARE NEET INTO GOOD WORK AND IN-WORK PROGRESSION

Employers can address skills shortages in the workplace by supporting NEET (not in education, employment, training) young people to overcome many of the barriers they face to accessing work and progressing in good jobs. To this end, Chambers work with employers, Independent Training Providers and FE Colleges to ensure young people can access high quality pre-employment support and Study Programmes.

According to the ONS ([ONS stats February 2024](#)) there were 851,000 young people in the UK (12.0% of all people aged 16 to 24 years) who were not in education, employment or training (NEET) in October to December 2023.

For young people, a lack of opportunities, training, confidence and qualifications can present major barriers to accessing work. In addition, recent research from the [Prince's Trust Youth Index 2024](#) reveals that struggles with mental wellbeing is a further barrier to moving into work, training or education. One in four NEET young people (27 per cent) would like to work but were unable to due to their mental health. More than half of young people (52 per cent) said the longer they were unemployed, the harder it was to find work, while 45 per cent felt being out of work meant they had lost confidence in their skills.

More young people could start and progress in work if they are given opportunities and the right support.

RECOMMENDATIONS:

Employers can support NEET young people into work by:

- Ensuring workplaces and opportunities are supportive, fair and equitable for all young people.
- Providing flexible working opportunities for young people who may need to balance work with health, caring and other commitments.
- Providing high-quality work experience opportunities to help NEET young people build their CV and gain core, transferable skills. There should be access to additional funding to bring in support for the employer and the young person to tackle any pastoral needs during the experience.
- Ensuring young job seekers are given constructive feedback on job interviews to maintain and build self-confidence.
- Providing a workplace environment that supports the health and wellbeing of employees.

Training providers and government can support NEET young people and employers by:

1. Ensuring young people have advice and support to access good quality, flexible childcare.
2. Providing financial support to young people to ensure transport costs are not a barrier to applying for jobs and accessing work in the first few months.
3. Providing tailored support to ensure young people are work-ready and have basic and transferrable skills in place for employers to build upon.
4. Ensuring services are in place for young people to address any health barriers to accessing work.

THE FUTURE WORKFORCE

Preparing young people for the world of work is a shared responsibility between the education system, government, parents, carers, and employers.

The curriculum must provide more opportunity for applied learning in the classroom and the development of essential employability skills that help young people transition to the workplace. Digital skills, skills for the circular economy and future skills that will enable the economy to transition to Net Zero are a priority.

Impartial careers information, education and guidance should ensure all young people and their influencers are fully aware of the technical, vocational, and academic routes into employment and how these pathways interrelate.

Employers have a crucial role to play in supporting school leaders to understand the local economy, showcasing the range of careers available in their business, and providing the practical work experience, industry placements and employment opportunities needed to help prepare and support the future workforce. Business also has a role in removing barriers to work and progression for young people, including adapting recruitment practices to enable individuals to demonstrate their potential at interview, providing workplace flexibility, mentoring and other support.

Government must ensure low-income families are not financially disadvantaged when young people choose an apprenticeship over an academic route to employment and must help remove barriers to work for young people who are not in employment, education, or training.

Employers have a major role to play in planning for the skills needs of local areas. We need long-term commitment and funding for business-led Local Skills Improvement Plans. These are making a positive difference on the ground, helping to ensure people can access training for good employment opportunities being created now and in the years ahead.

Business also needs a national, stable and coherent skills strategy. Constant tinkering and change should be avoided. It creates uncertainty, confusion and inertia among employers who need to invest in skills and it jeopardises future engagement and good will. For this reason, any proposed transition to a new Advanced British Standard model of post-16 education must be carefully managed, planned in full consultation with business, and followed by a long period of stability.



SPONSORED CASE STUDY

KING'S INTERHIGH



With the world of work transforming rapidly, today's young people need a personalised education that meets their needs to unlock their potential and prepare them for success in employment.

The Problem

The mark of successful education is how well it prepares young people for the future ahead of them. However, while the world of work has been changing rapidly over the past few years, the world of education has not necessarily been keeping up.

The Covid-19 pandemic, for example, raised an increased awareness of the challenges many young people face in accessing education. Even with lockdown school closures behind us, [persistent absence more than doubled](#) between 2018 and 2023. From anxiety to neurodivergence (including autism and ADHD), thousands of children face difficulties in attending school, putting them at great risk of becoming NEET. Yet, despite [40% of employed adults working from home](#) full or part time in 2023 compared to just 12% in 2019, the pandemic also showed that most schools simply aren't equipped to bring these students effective learning from home.

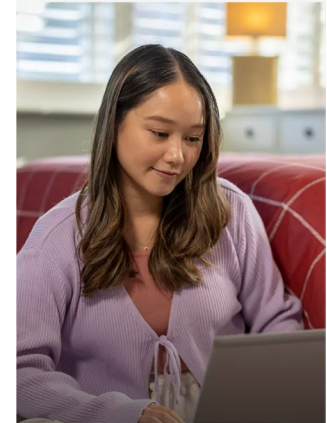
At its core, the problem is that today's education is mostly one-size-fits-all. While teachers undeniably work tirelessly to deliver more adaptive and differentiated learning, the traditional school model and environment simply isn't ideal for every student - including the numerous young people without special educational needs who still become disengaged from their learning.

The best way to nurture every young person's full potential is to give them an education that's tailored to their needs, interests, and aspirations. Only then can they be supported to discover their passions, become innovators, develop lifelong learning skills, and go on to make great contributions to their respective industries. Without this, the risk of rising unemployment and disengaged workforces rages on.

The Research

The benefits of personalised education aren't just a theory; they've been well-documented over the years. Some may remember former Ofsted leader [Sir Michael Wilshaw's words](#) almost a decade ago, when he called for more inclusive education to ensure that young people struggling with core subjects can still succeed and progress to bright futures. Just a few years earlier, across the pond, the Bill & Melinda Gates Foundation was proving that students who follow a personalised learning approach can [improve dramatically in numeracy and literacy](#). On top of the core academic skills necessary for future employment success, additional studies have also shown a clear link between [personalised learning and motivation](#) to grow and succeed.

The facts show that young people who receive an education tailored to their needs or interests are not only more likely to succeed academically, but also more likely to actively engage with their own development — a key trait any business covets in an employee.



The Solution

Evidently, the key to ensuring that every young person develops the skills they need to succeed in the world of business and commerce is a style of education that revolves around their needs. In the past, this goal has been difficult to execute, but various emerging technologies and new ideas about learning are starting to make personalised education a reality.

Inspired Education schools group, recently conducted a pilot programme in which over 14,000 students followed personalised learning pathways powered by AI algorithms. Students who used the technology went on to improve their performance by 8.12% points on average, equivalent to an entire UK grade boundary. For many young people, this could be the boost needed to access a dream university or career.

Even outside of AI technology, there is much schools can do to give every student a future-ready education and reframe the idea of what school can be. Offering more timetable flexibility, for example, or the option to learn remotely, can help to accommodate learners with additional needs and support them to succeed. Implementing more flexibility in curriculums can encourage uptake of STEM subjects and digital skills development, while bringing more multimedia resources and online tools into the classroom, is a simple and achievable way to meet students at their pace and make school a more engaging experience.

Key Example: King's InterHigh

The British international online school, King's InterHigh, is a prime example of personalised learning in action.

The organisation of over 6,000 students across the UK and beyond, learn with more flexibility and more freedom, by using personalised learning pathways. They join their teachers and classmates in live, online lessons each day, but also have the option to watch recordings of any class at any time 24/7. Learners who require it can study around their health needs, and every student benefits from more time to pursue their passions and interests. The digital learning environment and global community provide ideal preparation for the changing world of work, while the flexible curriculum approach is seeing more and more students learning subjects like economics, computing, and business, developing the technical skillset to thrive in commerce. Even students who ordinarily would have struggled to attend exams and gain qualifications can now sit their GCSE examinations from home.

Each year, students graduate with top A Level grades and go on to leading universities like Oxford and Cambridge, while others use the flexibility to start pursuing entrepreneurship or future career goals while they're still studying. For many more, the school simply offers a pathway to re-engage with education and take on the future with confidence. It's a model for learning that's paving the way for the future of education.

<https://kingsinterhigh.co.uk/>



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