The Oracy for Employability Toolkit

Toolkit Overview



Why was it created?

The *Oracy for Employability Toolkit* has been designed to support provision for post-16 education and skills, and harness oracy to break down barriers to opportunity.

Recent publications emphasise the need to elevate careers education in secondary and post-16 settings: the updated *Gatsby Benchmarks*; the *Post-16 Education and Skills white paper*; NFER's *The Skills Imperative 2035 final report*; the *Curriculum and Assessment Review final report*; OFSTED's *Further Education and Skills Inspection Toolkit*; and the *Young People and Work: Interim Report*.

Oracy underpins each of the six Essential Employment Skills[1] — without these vital skills, our young people will be at a disadvantage as they enter higher education and employment.

What will students learn?

The *Oracy for Employability Toolkit* supports students to:

- Gain a deeper understanding of oracy: what it is, why it matters for employability, and how it is used in the wider world
- Meet the Gatsby Benchmarks and think critically about their skills, experiences and aspirations
- Prepare for the transition from college to higher education or employment

What to expect from this three-part workshop series:

Participating Voices

Explore the link between language and identity, and the choices we make in different talk contexts

Stories of Self

Reflect on how we tell compelling stories about ourselves and our experiences, and learn how to mobilise these skills in an interview context

Group Discussion

Discover what an effective exploratory group discussion sounds like, and how oracy skills can be strengthened through seminar-style discussions

What do students say?

I am now more aware of how to present myself professionally and collaborate effectively with others.

The activities have boosted my confidence so I can prepare for interviews in the future.

How was it developed?

The *Oracy for Employability Toolkit* is the product of a collaboration between Royal Holloway University of London, Voice 21, and the Windsor Forest College Group, with a shared vision that **every child benefits from a high-quality oracy education, which enables them to use their voice to thrive in school, work and life**.

This publication has been designed *for* secondary and post-16 settings, *with* post-16 settings: this resource was co-developed with input from students and staff at Strode's College and Windsor College of the Windsor Forest College Group.

1. Bocock, L., Scott, M., and Hillary, J. (2025) Skills Imperative 2035: Creating a system of lifelong learning to provide the essential skills for tomorrow's workforce. National Foundation for Educational Research (NFER).

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