

Hull and East Yorkshire LEP
Employment & Skills Board – 26th June, 2023
Paper A – HEY Careers Hub performance report
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1. Summary

- 1.1. This paper summarises the progress made by the HEY Careers Hub in the period January – March 2023 and is informed by performance data provided by the Careers & Enterprise Company for this period.
- 1.2. It is the second progress report submitted to the Employment & Skills Board since it took on the local strategic oversight of the HEY Careers Hub, a governance requirement of the Careers and Enterprise Company and provides the Board with an update on progress, performance and risk management.
- 1.3. It is structured differently to the initial performance report and is now exception based focussing on progress, changes, developments and risk management issues that have come about over the reporting period. Future reports will follow the same structure with the background and context to the Careers Hub being included at appendix 1 for reference purposes.

2. Recommendations

- 2.1. The board notes the progress made by the HEY Careers Hub in the period January to March 2023.

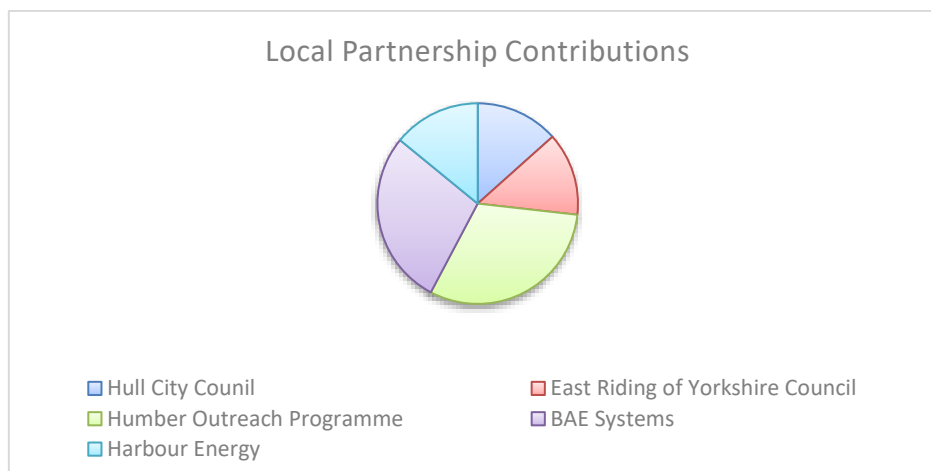
3. Report

3.1. Hub growth

- 3.1.1. The HEY Careers Hub has expanded and since January 2023 is now engaging with all 50 eligible schools and colleges in the region.

3.2 Funding

- 3.2.1 The Careers Hub is now funded by a mixture of public and private investment as illustrated below:



3.3 In year investment to address sector skills needs

- 3.3.1 To support employer engagement with the “Green Sector”, both the Humber Industrial Cluster Plan and Harbour Energy have made a financial commitment across the Humber region to support two posts which will work across both the HEY Careers Hub and the Greater Lincolnshire Careers Hub.
- 3.3.2 The first post is a shared Employer Engagement Enterprise Coordinator to work on linking employers in the renewables and net zero carbon industries with schools in the region to increase encounters with students and teachers. Due to central match funding confirmation needed for 2023/4 this post has not currently been recruited to.
- 3.3.3 The second post is a shared Project Administrator post which supports the team to facilitate teachers to experience workplaces and to source resources for Careers Leaders to use. This post was filled on 17 April.
- 3.3.4 To continue these posts beyond August 2023 match funding needs to be confirmed by both Hull and East Yorkshire and Greater Lincolnshire Careers Hubs.

3.4 Progress against Gatsby Benchmarks (January to March 2023)

- 3.4.1 Performance over this reporting quarter appears to have dropped. This was predicted and is within the margins that were expected and is due to the addition of new schools joining the Hub during the reporting period who have not previously been supported and many of whom are in the very early stages of their careers education journey.

- 3.4.2 These schools are being supported in this period ahead of the end of the academic year when they will all complete Compass (the performance self-evaluation tool) again. It is anticipated that by the end of the academic year these scores will have recovered.
- 3.4.3 During this reporting period the Hub was operating on reduced staffing as the Enterprise Coordinator appointed to support the onboarding of these new schools departed shortly after starting the role due to personal reasons. The position has since been re-recruited to and a new appointment will join the team in July to increase capacity to support the increased caseload.

| Benchmark | September – December 2022 | January – March 2023 |
|---|------------------------------------|----------------------------|
| 50/50 schools engaged in the Careers Hub. Currently at 49 | G | A |
| The HEY Careers Hub achieve an average of 5 Benchmarks (out of 8). Currently 4.5 Benchmarks. | G | R |
| All schools achieving a minimum of 3 Benchmarks in full. Currently 9 are not. | A | R |
| Achievements for specific Benchmarks: | | |
| • Benchmark 1 (target 80%) – 61.7% | A | R |
| • Benchmark 5 (target 80%) – 70.2% | G | R |
| • Benchmark 6 (target 45.7%) – 53.2% | G | G |
| All schools/colleges are matched to an Enterprise Adviser. Currently 40 are matched (78%). | A | R |
| 25 out of 45 schools (73%) have upgraded to Compass+ against a target of 90%. Currently 33 have upgraded. Only 13 of which are using it regularly to monitor student activity. | A | R |
| 8 institutions have used the Future Skills Questionnaire – exceeding the target for this year | G | G |

Note: Specific targets only set for Benchmarks 1, 5 and 6 as detailed above.

3.5 Changes to the HEY Careers Hub Strategic Plan 22/23

- 3.5.1 All Careers Hubs must submit a strategic plan annually to evidence how they will work to meet the KPIs set out in the Grant Offer Letter whilst working with local stakeholders to fulfil the mission of supporting every young person to find their best next steps. All plans are formulated around 7 coordinated actions:
- Coordinated Action 1: Amplifying technical and vocational routes
 - Coordinated Action 2: Securing an improving system through review and support and providing careers support and training to the education workforce
 - Coordinated Action 3: Supporting young people most at risk through transitions
 - Coordinated Action 4: Removing barriers for disadvantaged young people, in partnership with employers
 - Coordinated Action 5: Supporting leaders across the system through training and development
 - Coordinated Action 6: Ensuring careers education is part of local economic strategies
 - Coordinated Action 7: Helping employers deliver high quality outreach work, including through 'employer standards'
- 3.5.2 A detailed overview of the HEY Careers Hub Strategic Plan is included at Appendix 3.
- 3.5.3 For the forthcoming academic year (2023/4), the seven coordinated actions have been replaced by five key priorities and planning will be done to ensure the Hub addresses each of those priorities.

CEC's agenda for 2023/24

**THE CAREERS &
ENTERPRISE
COMPANY**

| | |
|---|---|
| PRIORITY 1: IMPROVE CAREERS PROVISION | Raise the quality of careers provision in schools, special schools and colleges against the Gatsby Benchmarks through training for the education workforce, targeted support and quality assurance |
| PRIORITY 2: DRIVE MORE HIGH QUALITY EMPLOYER EXPERIENCES | Drive more high-quality experiences with employers for students and teachers – with a focus on current 'cold spots' |
| PRIORITY 3: AMPLIFY VOCATIONAL ROUTES | Amplify apprenticeships, technical and vocational routes – including by supporting the implementation of the Provider Access Legislation (PAL) |
| PRIORITY 4: FOCUS ON DISADVANTAGE | Focus on interventions for economically disadvantaged young people (FSM) and those who face most barriers – through identifying and addressing the needs of specific cohorts |
| PRIORITY 5: CONNECT CAREERS PROVISION TO LOCAL ECONOMIES | Connect careers provision in schools and colleges to the needs of local economies – as articulated through Local Skills Improvement Plans (LSIPs) |

3.6 HEY Careers Hub activity January to March 2023

- The Student Voice focus group met face to face to discuss their perceptions of careers education in their schools and collaborated with other students from across the region. Hosted by local employer Balfour Beatty.
- Careers leaders from SEND and Alternative Provision (AP) settings met to discuss topics relevant to their students, shared best practice and resources and discussed supported internship opportunities. Supported by the City Health Care Partnership.
- Careers Leaders from colleges met to share their experiences, and resources. A presentation was given around experiences with OFSTED in careers and the Humber Outreach Partnership shared their recent FE segmentation report. The meeting was hosted by The University of Hull and the next meeting will be hosted by Bishop Burton College.
- The Careers Hub supported two Career Aspiration Group Professional Services CPD event for Career Leaders/Career Advisers on the topics of Professional Services and Health & Social Care. The events explored routes in and through careers in Law and finance and Health & Social Care. Employer case study videos were produced for the events and subsequently shared through the LEP website.
- Two monthly careers clinics (informal virtual drop-in sessions for Careers Leaders) were held with many Careers Leaders joining. The sessions were supported by Cranswick PLC and Wienerberger giving overviews of their industries and opportunities to engage with them.
- The Cornerstone Employers met as part of their regular schedule to look at Careers hub progress and strategic priorities. The group decided that they would like to focus on experiences of the workplaces, most importantly teacher encounters.
- A Careers Hub meeting took place to bring together Careers Leaders, Enterprise Advisers and Cornerstone Employers. Over 80 people attended, and a number of presentations were given alongside roundtable exercises to give people the opportunity to collaborate and share best practice.
- Routine Enterprise Adviser induction sessions were delivered to onboard and support new employers joining the network.
- Six 'day in the life' employer videos were commissioned for use by schools. The videos look at employers, and roles in their companies. industries include health, marketing, engineering, finance, law and entrepreneurship.

- Over 80 visits/meetings were held in this period by Enterprise Coordinators with Careers Leaders.

3.7 Key risks and priority actions for the next reporting period

3.7.1 Risks:

| Risk | RAG rating | Mitigation |
|--|------------|--|
| 8 schools are at risk of not achieving a minimum of 3 Benchmarks in full before the end of the academic year | A | All schools underperforming have been identified and ECs have a plan in place to support Benchmark achievement. |
| Necessary funding is not secured for continuation beyond the 2023 academic year | R | Engaging with CEC to understand DfE timescales. Continue to explore local match funding opportunities (public, corporate and other external funding) |
| Schools disengage with parental project | A | Regular project meetings to understand ongoing commitment from schools and discuss necessary interventions |
| Insufficient employers secured to support schools and colleges | A | Work with Cornerstone employers* to share employer engagement opportunities and where they might be able to engage supply chains to support if needed. |

* Cornerstone employers are flagship employers who collectively champion the work of the Careers Hub and the value of engaging on careers activity.

3.7.2 Priorities for the next reporting period

| | |
|--|----------------------|
| Secure local partnership financial contributions for 23/24 | By July 2023 |
| Parental conversations HIPs project – delivery against plan | Ongoing to July 2023 |
| Onboard additional Enterprise Coordinator to increase capacity in team | July 2023 |
| Deliver successful school and college careers conference on 28 June 2023 | 28 June 2023 |
| Successfully engage schools and colleges with the cornerstone offer of encounters of the workplace | 8 June 2023 |
| Successfully planning for the Inclusive Careers project | Until September 2023 |

APPENDIX 1

Background

- i. The HEY Careers Hub was formed in September 2021, building on the work of the former Humber Careers Hub which operated from September 2018 as one of the first national Careers Hubs, and in response to the establishment of the HEY LEP.
- ii. Careers Hubs are funded by the Department for Education via the Careers and Enterprise Company, with the aim of bringing together schools, colleges, employers, and apprenticeship providers in local areas across England. The goal is to make it easier for schools and colleges to improve how they prepare young people for their next steps.
- iii. The HEY Careers Hub has engaged all 50 eligible schools and colleges in the region to join the Hub since January 2023.
- iv. Careers Hubs are funded on an academic year cycle (September to August) with a Grant Offer Letter being issued in the Spring Term every year. The Grant Offer Letter comprises of:
 - a. **Funding allocated for staffing** - based on the number of schools engaged in a Careers Hub. The funding is claimed retrospectively quarterly. The Hubs are allocated 50% of funding towards staff members with the remaining match being required. The Careers Strategic Lead post is fully funded by the CEC.
 - b. **Key Performance Indicators** - These targets are reviewed quarterly by the Careers and Enterprise Company in contract review meetings.
 - c. **Local Hub Fund** – an amount of money to enable activity. The amount is calculated on the number of schools in a Careers Hub.
- v. Schools and colleges measure their performance by completing a termly self-evaluation using the Compass digital tool. Compass is a free tool for schools and colleges in England, it allows them to evaluate their careers activity against the eight benchmarks of best practice – the [Gatsby Benchmarks](#). The tool was built in partnership with the Gatsby Charitable Foundation, to help schools understand their strengths and find areas for improvement. Once completed, the tool provides schools with a confidential report and resources to help them achieve each benchmark.

Funding

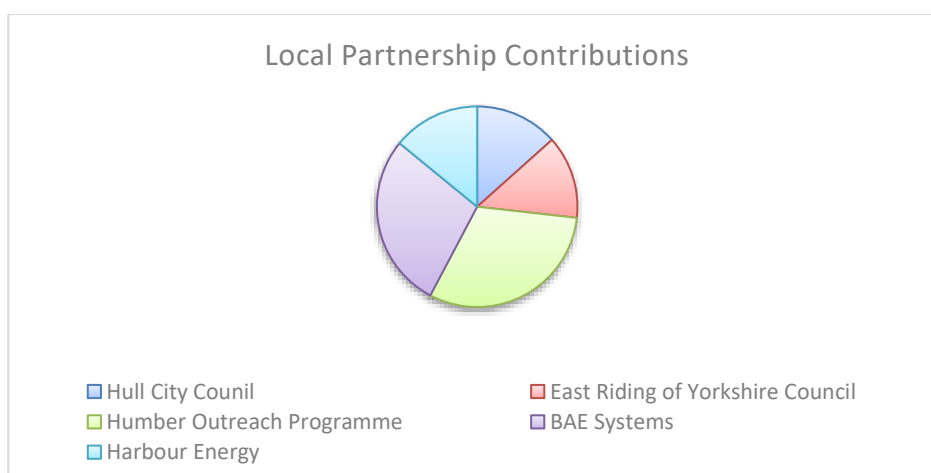
- i. Funding allocated for the HEY Careers Hub for the 2022/23 academic year:

a) Staffing:

| Role | Maximum funding available provided by The Careers & Enterprise Company | Maximum Local Partnership Contribution needed | Maximum Number of FTE Staff Funded |
|--------------------------|--|---|------------------------------------|
| Enterprise Coordinator | £78,900 | £78,900 | 3 |
| Strategic Hub Lead (SHL) | £67,000 | N/A | 1 |
| TOTAL | £145,900 | £78,900 | 4 |

b) Local Hub Fund: £19,554.31

- ii. Corporate income has been secured this year to provide the necessary Local Partnership Contribution needed to maximise CEC funding draw down allowing the recruitment of additional Careers Hub staff needed to manage the increased caseload associated with bringing additional schools into the Hub. With the additional funding and resulting team growth, the Hub is now able to support all schools and colleges in the HEY region creating equity among all institutions.
- iii. The Careers Hub is now funded by a mixture of public and private investment as illustrated below:



Key Performance Indicators

- i. Careers Hub key performance indicators include:
 - Maintaining 50 schools engaged in the Careers Hub
 - A Careers Hub average Gatsby Benchmark score of 5 or above
 - No school or college achieving less than 3 Gatsby Benchmarks in full
 - Targets against Benchmarks:
 - Benchmark 1: 80%
 - Benchmark 5: 80%
 - Benchmark 6: 45.7%
 - An [Enterprise Adviser](#) matched to every school and college
 - 90% of schools using Compass+ to record student activity
 - Five schools using the [Future Skills Questionnaire](#)
- ii. Full details of each indicator and their rationale are contained in Appendix 2.

APPENDIX 2

HEY Careers Hub Key Performance Indicators for the 2022/23 academic year

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|--|--|
| Maintaining 50 schools engaged in the Careers Hub | <p>The Careers Hub is tasked with maintaining the active engagement of all schools in a Careers Hub during a Grant Fund period (in this case September 2022 until August 2023).</p> <p><i>Note: Due to the HEY Careers Hub not being able to secure funds for an additional staff member prior to September 2022, the agreement for this academic year was to continue to maintain the engagement of the existing 36 schools in the Careers Hub until 2023).</i></p> |
| Schools to achieve a Careers Hub average Gatsby Benchmark score of 5 or above | The HEY Careers Hub is required to achieve an average school/college Benchmark score of 5 at the end of the academic year. This average is calculated from the number of Benchmarks all schools and colleges are achieving and dividing by the number of schools/colleges (36). |
| No schools achieving less than 3 Gatsby Benchmarks in full | No school or college should be achieving less than 3 Gatsby Benchmarks in full. This will be taken from termly Compass evaluation completions which are self-evaluation reflections completed by the Careers Leader with the Enterprise Adviser. |
| Targets against Benchmarks 1 (80%), 5 (80%) and 6 (45.7%) | <p>Whilst there is an overall target for full benchmark achievement, there are only 3 which have specific targets against them:</p> <ul style="list-style-type: none"> • Benchmark 1 – A stable careers programme. The target is to exceed 80% of schools/colleges fully meeting this. • Benchmark 5 – Employer encounters. The target is to show progress from a baseline of 80% of schools/colleges fully meeting this. • Benchmark 6 – Experiences of the workplace. The target is to show progress from a baseline of 45.7% of schools/colleges fully meeting this. |
| An Enterprise Adviser matched to every school and college | Every school/college should have a named Enterprise Adviser who meets with them regularly and can confidently provide strategic input into their careers programme development. |

| | |
|---|---|
| | <p><i>Note: Enterprise Advisors are volunteers who partner with a local secondary school or college and use their skills, business experience and networks to help them develop a strong careers programme that supports all students.</i></p> |
| 90% of schools using Compass+ to record student activity | <p>Compass+ is a free digital tool which schools and colleges can use to track individual student engagement in careers activity and links directly to school management information systems (at present, college systems are not supported), careers plans and Compass evaluations. Schools should use this tool to effectively monitor the progress of their careers plans whilst also being able to accurately identify the engagement/input/support every individual student and cohort has been provided with.</p> |
| Five schools using the Future Skills Questionnaire | <p>The Future Skills Questionnaire (FSQ) measures the career readiness of students at points of transition in their secondary education. The FSQ sits as a feature within the Compass+ careers management tool. It includes the functionality to select students and send out questionnaires, as well as colourful and engaging digital questionnaires for students. The FSQ has been piloted and is now being rolled out as something schools are expected to engage with.</p> |

APPENDIX 3

HEY Careers Hub Strategic Plan

Coordinated Action 1: Amplifying technical and vocational routes

| Locally aligned objective | Local action/activity | Output | Outcome | Measurement |
|---|--|--|---|--|
| Young people in HEY make informed decisions relating to advanced and technical education routes | Work with ASK/NYBEP to understand and promote offer to schools | More schools utilise the funded offer from ASK | Young people have greater access to information relating to apprenticeships and technical education | BM7 score (Compass) ASK reports of school engagement EC meetings |
| Have a clear understanding of apprenticeship availability, take up and completion in the HEY region | Work with LEP apprenticeship group and CEC to undertake the ATE pilot. Utilise other sources of data where appropriate e.g. ESFA data cube. | Information relating to HEY apprenticeships will be shared with: 1. The Humber Principals group 2. Post-16 providers group 3. Cornerstone group 4. Employment and Skills Board 5. CLs and EAs | Greater knowledge and understanding of apprenticeships in the HEY region | BM7 score (Compass) event feedback (survey) |
| Better engagement between ITPs and schools in the region | Deliver speed networking event with ITPs and schools EC attends all ITP network meetings in year | One half day session for all schools and ITPs | Schools invite a wider range of ITPs to engage with students. Students have a better understanding of the ITP offer in HEY | BM7 score (Compass) ECs are better able to connect schools and ITPs |
| Schools have robust strategic careers plans | Support CLs to understand the importance of BM1 in delivering high quality, effective careers plans | BM1 audits termly by ECs Deliver a BM1 refresher session to schools not meeting BM1 | Schools have robust strategic careers plans | BM1 scores |

Terminology:

- ASK – Amazing Apprenticeship Service www.amazingapprenticeships.com
- ATE pilot – Research into numbers of learners entering into and sustaining participation in advanced technical education.
- CEC – Careers and Enterprise Company.
- CL – Careers Leader - the lead individual for careers services in an institution.
- Compass – Online self-evaluation tool for quality of careers services in schools and colleges.
- Compass+ - Online self-evaluation tool with enhanced functionality for quality of careers services in schools (not available to colleges).
- Cornerstone group – Flagship employers who collectively champion the work of the Careers Hub and the value of engaging on careers activity.
- EC – Enterprise Coordinator – Employed by the Careers Hub to facilitate Hub activity and deliver contracted outcomes.
- EA – Enterprise Advisor - Volunteers who partner with a local secondary school or college and use their skills, business experience and networks to help them develop a strong careers programme that supports all students.
- ITP – Independent Training Provider
- NYBEP – North Yorkshire Education Business Partnership

Coordinated Action 2: Secure an improving system through review and support and providing careers support and training to the education workforce

| Locally aligned objective | Local action/activity | Output | Outcome | Measure and (Measurement) |
|---|---|---|---|---|
| CLs in colleges share information and draw upon a collaborative network | Convene termly FE Community of Practice | 3 FE CoP meetings with 5 FE institutions | FE CLs discuss more relevant topics to their cohorts, opportunity to network and receive local and national updates relating to careers in FE | CL feedback and attendance EC meetings |
| HEY CLs have a consistent approach with Compass completions | Share findings from the Compass audit peer review project | Key findings from the group to disseminated by Ed CoP Lead at Careers Hub meeting on 23/11/22 | CLs are more confident in their Compass completions. Greater consistency in completions across the Hub | Compass completion meetings |
| HEY CLs can access peer support | Monthly scheduled, informal drop-in sessions for CLs to discuss hot topics if they desire - Careers Clinics | 10 monthly meetings in term time | Careers Leaders feel better connected and increased lines of communication are developed. Provide a space for schools in the Activation Phase to connect with other CLs | Attendance at meetings Feedback in EC meetings |
| Understand the feasibility of sharing data with Uni Connect partners | Produce a feasibility study relating to the impact of aligning the HEAT tracker (OfS) with Compass+ | Commissioned report – findings to be shared locally and nationally | Understanding of the feasibility of combining the OfS and DfE/CEC data sets to demonstrate impact | Report is shared |
| HEY Careers Hub and HOP focus efforts in areas of most need | Working with HOP, strategically align school careers plans by sharing Compass completion details and coordinating school contacts through joint meetings. | Regular in school/college meetings with HOP coordinators | Collaboratively work to support alignment of HOP activity and resources are used to support identified cold spots | Number of joint meetings School feedback |

| | | | | |
|---|--|--|---|--------------------------|
| HEY Careers Hub works with LAs to maximise impact | Working with LA colleagues to share information relating to activity | Monthly meetings with LA contacts where information is shared to maximise impact | Careers Hub becomes better informed about the related activity in both LAs and is better engaged in local structures. | Number of joint meetings |
|---|--|--|---|--------------------------|

Terminology:

- CEC – Careers and Enterprise Company
- FE Community of Practice (CoP) – Further education (FE) community of practice group brings together 5 local FE colleges to collaborate and share best practice on careers services.
- CL – Careers Leader - the lead individual for careers services in an institution.
- Compass – Online self-evaluation tool for quality of careers services in schools and colleges.
- Compass+ - Online self-evaluation tool with enhanced functionality for quality of careers services in schools (not available to colleges).
- DfE – Department for Education
- EC – Enterprise Coordinator – Employed by the Careers Hub to facilitate Hub activity and deliver contracted outcomes.
- Ed CoP Lead – Education Community of Practice Lead – Provides support / acts as a mentor to Careers Leaders across the HEY Careers Hub.
- Uni Connect – Brings together 29 partnerships of universities, colleges and other local partners to offer activities advice and information on the benefits and realities of going to university or college.
- HEAT Tracker (Higher Education Access Tracker) – Provides collaborative, innovative yet affordable solutions for widening participation outreach teams throughout the higher education sector.
- HOP – Humber Outreach Programme - Part of the UniConnect programme funded by the government to deliver impartial advice and guidance about higher and further education in schools and colleges across the Humber.
- LA – Local authority
- OfS – Office for Students – Regulatory body for all English higher education.

Coordinated Action 3: Support young people most at risk through transitions

| Locally aligned objective | Local action/activity | Output | Outcome | Measurement |
|--|---|--|--|--|
| Young people make well informed and sustainable career choices | Ensure all young people understand all potential progression routes post-16 and post-18 and increase awareness of forthcoming PAL | Deliver speed networking event with ITPS and schools to include overview on PALs Deliver an update on PAL to CLs and EAs at Hub meeting | Strengthen relationships and contact between schools and ITPs Schools and EAs understand PAL | Benchmark 7 |
| Schools can confidently demonstrate the impact of their careers programmes | Upskill schools in using the FSQ and the information it can provide | Convene a number of schools to demonstrate the FSQ and encourage a baseline survey in the autumn term (invite 10 schools) Commitment to completing twice in an academic year. Schools to share their findings from the first survey at the first Careers Hub meeting | More schools use the FSQ and understand the data it can provide for them | Increased number of schools using FSQ |
| Increase engagement with parents as key stakeholders in careers education | Using employers from three sectors provide parents with high quality labour market information | Deliver the "We Discover Careers Conversations" with LLEP Careers Hub | Parent become more confident in using LMI to support their young people in making career decisions | HIPs evaluation |
| Young people make well informed and sustainable career choices | Ensure all young people understand all potential progression routes post-16 and post-18 | Promote the Skills Humber Careers event to all schools and colleges | Young people engage with training providers, FE provision, HE provision and employers | Benchmark 7 |
| Make available up to date, concise and easy to access LMI for the HEY region | Ensure local LMI is available to help young people make well informed careers decisions | Promote the Skills East Riding website for use by students/teacher/parents/careers advisers | Students/teachers/parents/careers advisers have access to local LMI | Numbers accessing Skills East Riding website |

Terminology:

- EA – Enterprise Advisor - Volunteers who partner with a local secondary school or college and use their skills, business experience and networks to help them develop a strong careers programme that supports all students.
- Provider Access Legislation (PAL) – Aims to develop and strengthen existing legislation (the [Baker Clause](#)) from 2023. This policy statement sets out the schools arrangements for managing the access of providers to the students at the school for the purposes of giving them information about the providers education or training offer with regards to technical education or apprenticeships.
- Future Skills Questionnaire (FSQ) - measures the career readiness of students at points of transition in their secondary education. The FSQ sits as a feature within the Compass+ careers management tool. It includes the functionality to select students and send out questionnaires, as well as colourful and engaging digital questionnaires for students. The FSQ has been piloted and is now being rolled out as something schools are expected to engage with.
- HIPs – Hub Incubation Project – Funding made available from the CEC nationally to pilot innovative new practices.
- ITP – Independent Training Provider
- LLEP – Leicester & Leicestershire Enterprise Partnership
- LMI – Labour Market Intelligence
- Skills Hull & East Riding – A local website providing information about LMI and emerging job opportunities.

Coordinated Action 4: Remove barriers for disadvantaged young people, in partnership with employers

| Locally aligned objective | Local action/activity | Output | Outcome | Measurement |
|---|---|---|--|---|
| The Careers Hub monitors cold spots and understands the areas for development | Using the EANR ECs understand the areas of need for their schools | Termly meeting with HL and ECs to ensure clear understanding of benchmark cold spots and trends in the region | Careers Hub meeting agendas are relevant ECs are focussed and feel more confident Areas for collaboration and additional resource are understood | HL through termly meetings |
| Support all HEY LEP SEND and AP institutions with their careers programmes | Invite all HEY LEP SEND and AP to join the HEY LEP Inclusion CoP Promote use of We Have Big Dreams video to increase employer engagement | Termly Inclusion CoP meetings | All SEND and AP schools engage with the CoP SEND and AP settings collaborate more and share good practice | Attendance at meetings Feedback from CLs |
| CLs track careers activity for every learner | Increase Compass+ onboarding | One CL to work with the remaining six schools who have not upgraded to explore further | All schools are able to record pupil level data linked to their MIS system | Number of schools onboarded to Compass+ |
| CLs track careers activity for every learner | Increase CLs use and awareness of the Compass+ system | One CL to work with schools to support their confidence and awareness of Compass+ | More CLs use Compass+ more frequently | Termly dashboard EC meetings |
| Students have a voice in careers education in HEY | Develop a student voice group for careers in HEY | Two students from every school and college nominate students to engage in a HEY student voice project | Students can represent their views on careers education Schools develop student voice groups in relation to careers activity | Attendance at student voice workshops |

Terminology:

- AP – Alternative provision is education for children that cannot attend a mainstream school.
- Compass – Online self-evaluation tool for quality of careers services in schools and colleges.
- Compass+ - Online self-evaluation tool with enhanced functionality for quality of careers services in schools (not available to colleges).
- CL – Careers Leader - the lead individual for careers services in an institution.
- EANR – Enterprise Advisor Network Register – a tool for CEC staff to record employers in their network
- EA – Enterprise Advisor - Volunteers who partner with a local secondary school or college and use their skills, business experience and networks to help them develop a strong careers programme that supports all students.
- EC – Enterprise Coordinator – Employed by the Careers Hub to facilitate Hub activity and deliver contracted outcomes.
- HL – Careers Hub Lead
- Inclusion CoP – Community of Practice for SEND schools across Hull & East Yorkshire to collaborate and share best practice.
- ITP – Independent Training Provider
- MIS – Management Information System – Database used by learning institutions to record details of learners.
- SEND – Special Educational Needs and Disabilities

Coordinated Action 5: Support leaders across the system through training and development

| Locally aligned objective | Local action/activity | Output | Outcome | Measurement |
|--|---|---|--|--|
| School and college governance boards are well informed about careers education | Provide CPD to all school and college careers link governors | Deliver two one hour online training sessions to careers link governors | Careers link governors understand developments in and requirements around careers education Careers link governors can better support Careers Leaders | Attendance at CPD session |
| Headteachers in HEY can speak with confidence about the value of careers education | Working with some headteachers proactively engage other headteachers in the HEY region | EAs to be encouraged to approach headteachers in autumn term Two committed headteachers act as champions for careers education | Headteachers will be more engaged with careers education and support CLs | Attendance at summer conference Attendance at EC meetings |
| Develop a comprehensive Careers Hub in HEY | Provide face to face opportunities for every school and college to come together and share best practice and receive local and national updates | Two Hub meetings to include CLs, EAs, link governors, Cornerstones employers and headteachers | Schools and colleges are well connected around careers education Best practice is shared | Attendance at meetings Feedback at meetings |
| CLs feel they have greater influence in their roles | Through professional mentoring, specific coaching is offered to create a "challenge and engage" mindset in CLs | Six Careers Leaders access individual and group mentoring to see if this can develop them in their roles | CLs feel more confident in their roles | Survey |
| Businesses strategically support careers education in schools and colleges | As a Careers Hub team ensure all EAs are functioning well in their roles and that matches are successful. | Aligned with cold spot monitoring, termly audit of EAs and recommendations if needed | Central oversight of EA need, suitability and evidence of impact | Success case studies |

Terminology:

- CPD – Continuing professional development
- CL – Careers Leader - the lead individual for careers services in an institution.
- EA – Enterprise Advisor - Volunteers who partner with a local secondary school or college and use their skills, business experience and networks to help them develop a strong careers programme that supports all students.
- EC – Enterprise Coordinator – Employed by the Careers Hub to facilitate Hub activity and deliver contracted outcomes.
- Cornerstone group (Cornerstones) – Flagship employers who collectively champion the work of the Careers Hub and the value of engaging on careers activity.

Coordinated Action 6: Make sure careers education is part of local economic strategies

| Locally aligned objective | Local action/activity | Output | Outcome | Measurement |
|---|---|--|--|--|
| Ensure all Hub schools are matched to a strategic EA | Increase the number of EAs in the HEY area by recruiting more Ensure EAs reflect HEY priority sectors | Relaunch "Rewrite the Story" campaign between September and November September - get 6 quotes from existing EAs re why they volunteer Use LEP boards to push the EA role November email using Skills Network distribution list to gather interest | All schools in the Hub are matched to a strategic EA | EA matches CEC performance dashboard |
| Promote the progress of careers education in the region | Convene all key Careers Hub stakeholders to promote the work of the Careers Hub during the academic year and provide national updates relating to careers education and the local economy | Summer conference to be held on 28 June 2023 | The profile of careers education in the region is raised Networking between all key stakeholders | Attendance at the event Headteacher attendance |
| Bring key sector roles to life to promote career opportunities | Deliver four day in the life sector videos showing employers in their usual setting and their career journey | Four Day in the Life videos Digital/creative, Logistics/manufacturing, agri-tech. | Relatable content is available to portray roles in key priority sectors Young people can relate to employment opportunities in the region | Plays of the videos Feedback from schools |
| Give every school and college in the HEY region the opportunity to become a member of the HEY Careers Hub | Through utilisation of the "Activation Phase" ensure schools and colleges outside of the Hub receive information throughout the year | Communications are shared with non-Hub schools termly All schools attend the summer conference in 2023 | The HEY region has a more inclusive approach to the development of careers education Schools are engaged before joining the Careers Hub | When approached, schools commit to joining the HEY Careers Hub |

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| The HEY Careers Hub has a well informed and proactive governance structure | Strategic oversight, performance management and review is provided by the HEY LEP Employment & Skills Board | Termly dashboards and performance is shared through the ESB Include employer engagement in governance | A proactive and strategic governance process is established | Quarterly CEC review meetings |
| Promote careers in the agri-tech sector | Working with R-Evolution deliver a comprehensive CPD day for CLs and Careers Advisers around careers in agri-tech | One day Agri-Crawl taking Careers Leaders and Careers Advisers in the region to visit employers engaged in the sector to learn about employment and training opportunities | More young people are informed about careers in agri-tech | Feedback from the event |
| LA Careers Advisers are well informed about the work of the Careers Hub | LA Careers Advisers access CPD opportunities from the Careers Hub and understand progress of the Hub | Regular meetings with key staff take place termly | Resources and opportunities are available to as many staff as possible | Young people benefit from highly skilled staff |
| CLs and Careers Advisers can inform young people about HEY LEP priority sectors | Provide CPD to CLs and Careers Advisers relating to priority sector careers and opportunities | Maximum of 5 sessions per year | Young people receive more information relating to priority sectors in the HEY area | Feedback from schools |

Terminology:

- Agri-tech –high tech precision farming
- CPD – continuing professional development
- CL – Careers Leader - the lead individual for careers services in an institution.
- EA – Enterprise Advisor - Volunteers who partner with a local secondary school or college and use their skills, business experience and networks to help them develop a strong careers programme that supports all students.

Coordinated Action 7: Help employers deliver high quality outreach work, including through 'employer standards'

| Inputs | Locally aligned objective | Local action/activity | Output | Outcome | Measurement |
|-----------------------|--|--|--|---|--|
| Digital tools | Better connect employers and schools/colleges | Develop a communications channel for all Hub schools, colleges. EAs and Cornerstones to connect with one another | A dedicated HEY LEP Careers Hub Teams channel | Schools and employers can connect better with one another and a calendar of opportunities can be developed | Traffic stats to channel |
| EAN | HEY Careers Hub has well informed Enterprise Advisers | Thorough well-planned sessions, ensure every EA receives an induction | Four online sessions per year | EAs are well informed about the role and feel well equipped to fulfil support their CL | Every EA receives an induction in their first term |
| EAN | EAs are kept up to date with local strategy and national policy | Deliver CPD session to EAs - "EAs as key drivers in Careers Education" | Two sessions per year delivered by EAs and prepared by ECs | EAs are more confident in challenging and supporting schools and understand the context or careers education locally and nationally | EA satisfaction survey |
| Cornerstone Employers | Establish a group of influential employers who will champion careers education in the HEY area | Convene a cornerstone employer group and support it to group and develop | Three face to face meetings per year Smaller online task and finish project specific meetings | The cornerstone group grows to reflect more priority sectors | Membership Employer standards |
| Careers Hubs | Work with Economic Regeneration Teams from LAs to develop employer engagement that is representative of their work | Update Economic Regeneration Teams through the Employment and Skills Board | Termly updates relating to employer engagement in the HEY Careers Hub at the HEY Employment & Skills Board | Employer engagement is supported and aligned to LA Economic Regeneration | EA recruitment Cornerstone membership |

Terminology:

- Agri-tech – specialists in high tech precision farming
- CPD – continuing professional development
- Cornerstone group (Cornerstones) – Flagship employers who collectively champion the work of the Careers Hub and the value of engaging on careers activity.
- EAN – Enterprise Advisor Network – Communications network for all EAs
- LA – Local authority