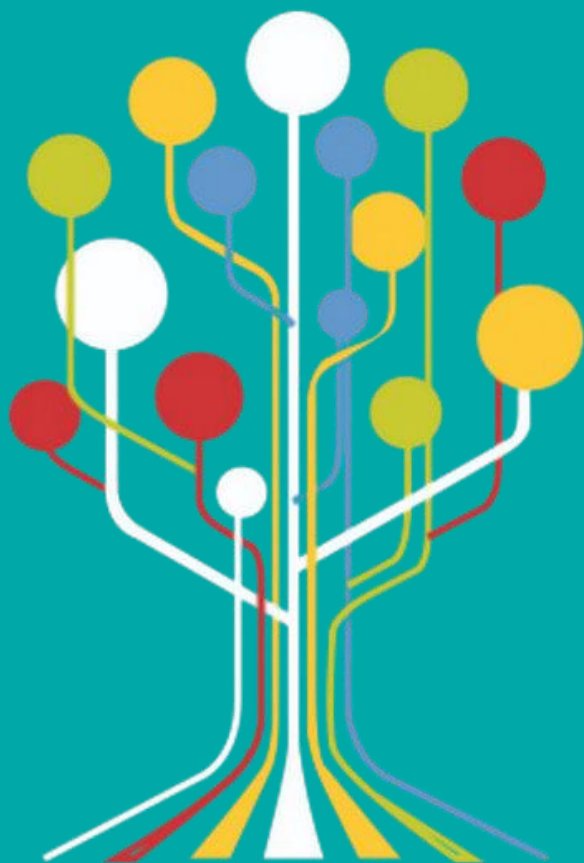




Lancashire Careers Hub Academic Year Launch 24/25



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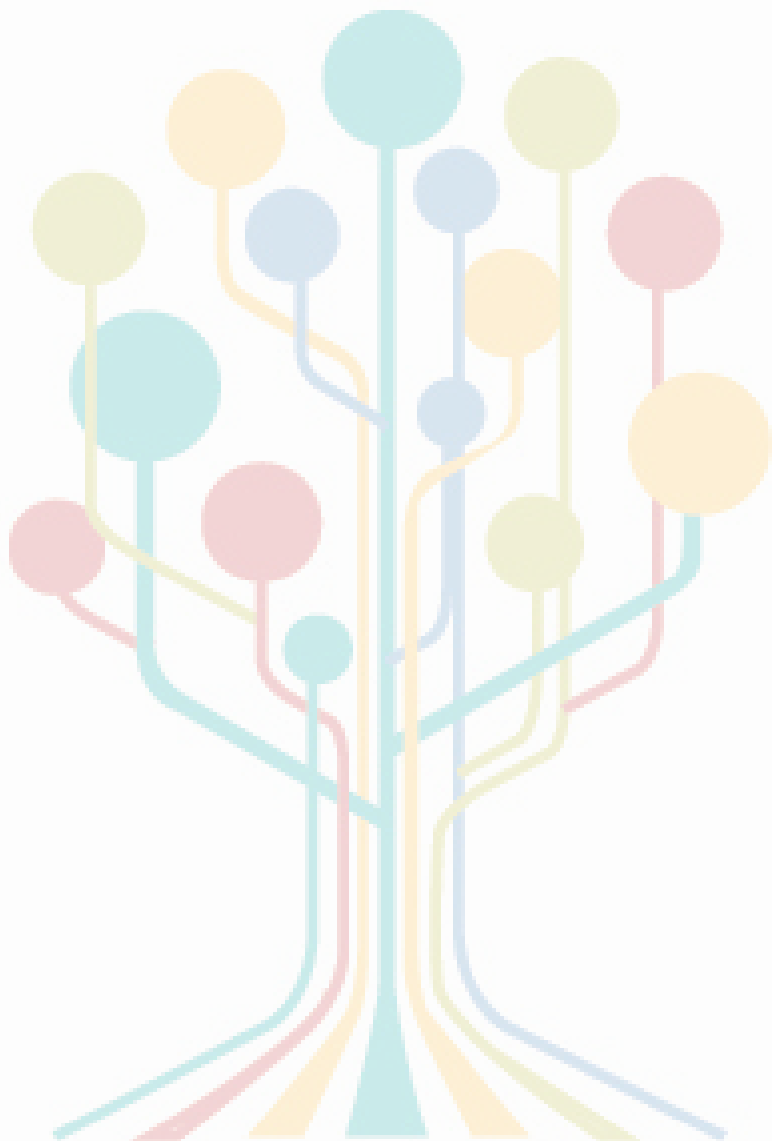


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Agenda

- Lancashire Careers Hub Overview
- Meet the Team Introductions & Working Group Overview
- Priority Areas
- Internal Leadership & Peer to Peer Reviews
- Lancashire LMI resource
- Compass + FSQ
- Support & Training
- AOB



Our Team

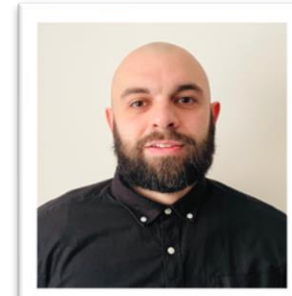
Kay Vaughan: Hub Lead



Danny Barry:
Deputy Hub
Lead



Chris
Maddock:
Deputy Hub
Lead



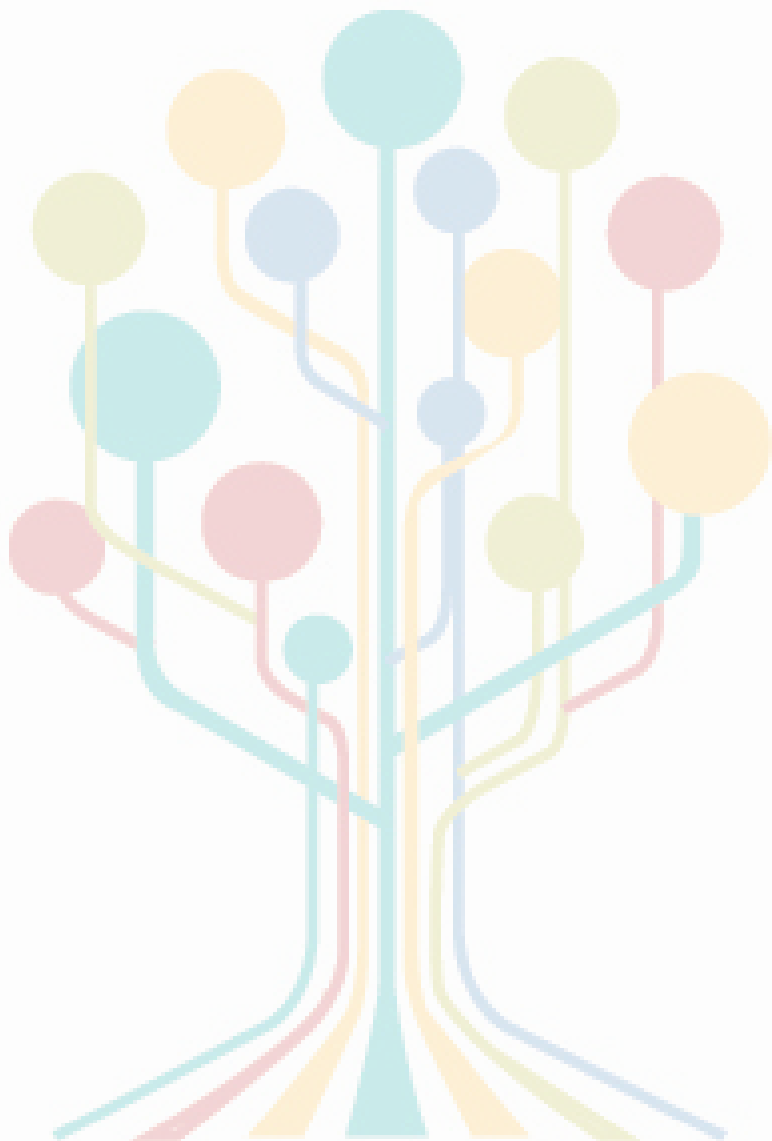
Enterprise Coordinator Team





Our Team & Working Groups

- Inclusion Community of Practice
- Career Leader CPD & Compass Champion (Inc. Internal Leadership & Peer to Peer Reviews)
- Website & Communication
- FE Community of Practice
- Digital & STEM
- Enterprise Advisor Recruitment





Careers Hub Website

[Home](#)[News](#)[Events & Competitions](#)[Careers Resources](#)[Work Experience](#)[Employers ▾](#)[Contact ▾](#)

CHECK OUT OUR RESOURCES

Use our filters below to find a range of careers resources

EDUCATION SECTOR

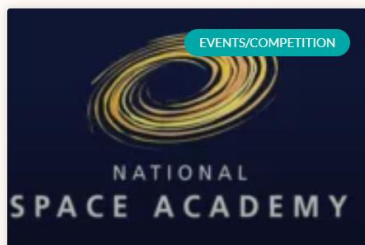
BENCHMARK

AREA

SECTOR

SUBJECTS

☐ Primary KS2 (18) ☐ Secondary KS3 (60) ☐ Secondary KS4 (77) ☐ FE KS5 (64) ☐ SEND (55) ☐ Alternative Provision (59)



The National Space Academy, which is located at the National Space Centre in



Created in collaboration with your Careers Hub, Lancashire LMI will



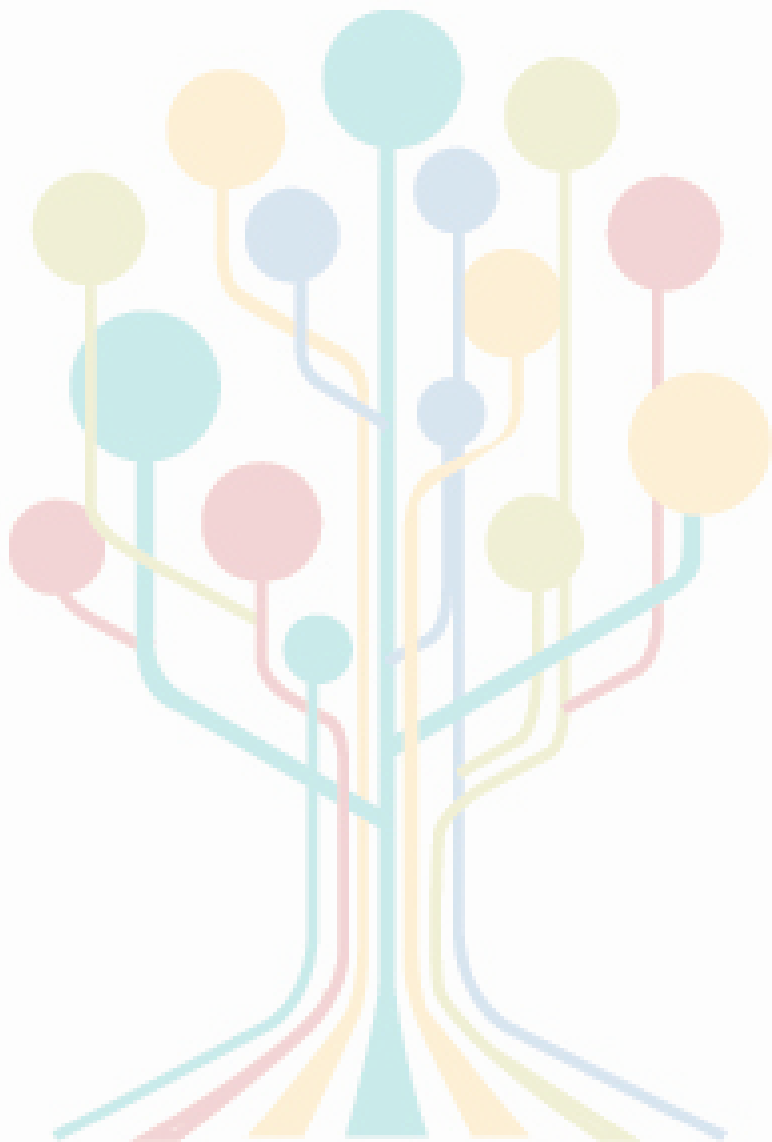
This document is for anyone who interacts with young people in school

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Inclusion Community of Practice

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The Inclusion Team

The Careers Hub leads an Inclusion Community of Practice, which is a collaboration of our Career Leaders from **SEND/AP/PRU institutions** across wider Lancashire, and our Mainstream SENCOs.

The Inclusion CoP aim to meet at least 3 times per academic term, to share best practice, insights and hear from providers and employers who are **actively supporting young people with SEND**.

Focus:

- Support Career Leaders to **ENGAGE WITH PARENTS** to remove barriers (*i.e. myth bust around benefits; loss of EHCP when working*)
- Continue to **ENGAGE WITH EMPLOYERS** to ensure ALL students can have meaningful employer encounters and workplace opportunities.
- Focus on **POSITIVE TRANSITIONS** – (*i.e. The increase in Supported Internships – where and how to access*)



Kimberley Helm

Kimberley.helm@inspira.org.uk

Trudi Wilkinson

Trudi.Wilkinson@inspira.org.uk



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EMPOWER-THRIVE-ACHIEVE

Wider Lancashire Inclusion Summit

The first Inclusion Summit, took place on 11th May 2023 at Barton Manor Hotel and is now an annual event in the Lancashire Careers Hub calendar! There is representation from schools (SEND/AP/Mainstream), colleges, employers, local authorities and providers.

Our aim:

To bring together like-minded individuals, who have a common goal in mind - to improve the lives of our young people across wider Lancashire. By joining together, we can continue to raise aspirations and inspire.

CELEBRATE the progress that has been made. To support more young people with SEND and continue to improve the quality of meaningful workplace encounters and encourage employers to create a more inclusive and diverse workforce.

There are approximately 351,000 children aged 0-17 with a learning disability in the UK. Most children with special educational needs (SEN) attend mainstream schools, with less than 10% attending special schools in the UK ([Mencap](#))

INCREASE OUTREACH and engage with SENCOs in mainstream settings.

DRIVE CURRENT INITIATIVES AND AGENDAS

i.e. The Support Internship Agenda – improve promotion with key stakeholders and increase awareness.

The catalyst for this focus were the results of a survey released by Lancashire County Council in Summer 2023, which included questions linked to post 16 options for children in Yr9 or above.



Wider Lancashire
Inclusion Summit



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Priorities 24-25

MISSION

To help every young person find their **best** next step.

VISION

High quality, 21st Century careers education for everyone; everywhere.

PRIORITIES



Raise quality



Drive experience with employers



Boost skills pathways



Tackle disadvantage



Connect careers to economic need

BUILDING BLOCKS

Careers Hubs

Employer Standards

PAL

SEND and AP in Hubs

Align Hubs to local economic priorities (MCAs, LAs, LEP) and LSIPS

National system of quality assurance

Cornerstone Employers

ATE framework

Transition interventions

Co-ordinate support to schools and colleges (e.g. NCS, ASK)

Careers Leadership

Teacher Encounters – careers in the curriculum

Teacher training

Risk of NEET indicators



PRIORITY 1: IMPROVE CAREERS PROVISION

Improve careers provision in schools and colleges against the Gatsby Benchmarks through support, training for the education workforce and quality assurance

PRIORITY 2: DRIVE MORE HIGH QUALITY EMPLOYER EXPERIENCES

Provide 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

Target interventions for economically disadvantaged young people (Free School Meals [FSM]) and those who face barriers

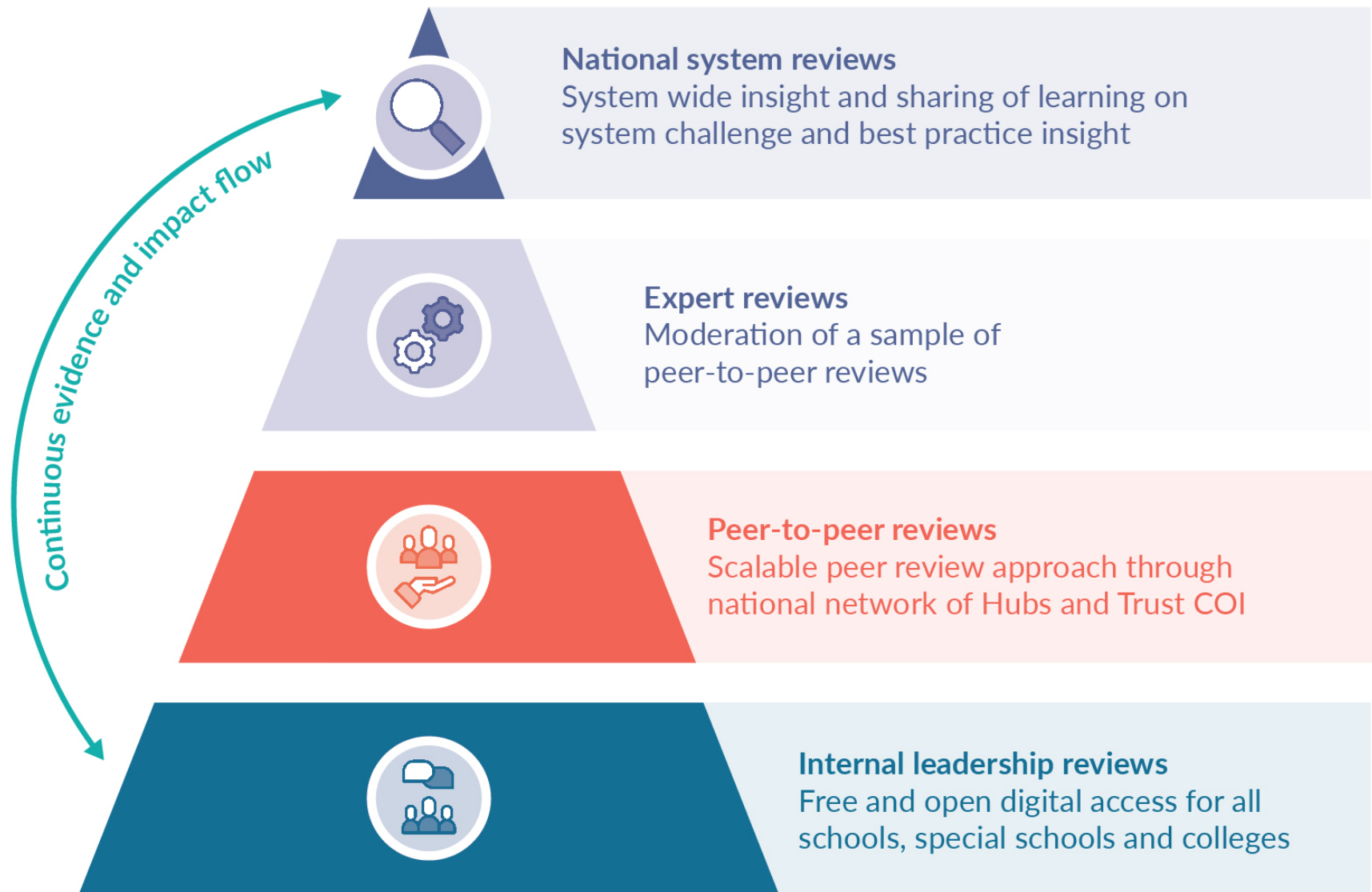
PRIORITY 5: CONNECT CAREERS PROVISION TO LOCAL ECONOMIES

Connect careers provision in schools and colleges to the needs of local economies as articulated through Local Skills Improvement Plans ([LSIPs](#))



Internal Leadership & Peer to Peer Reviews

Standardised continuous
improvement and quality
assurance of careers
across the system





The Careers Impact System

Peer to Peer & Internal Leadership Reviews.

Theme 1	Theme 2	Theme 3
Careers Leadership & Strategic Careers Planning (Benchmark 1)	Addressing the needs of all students & impact evaluation (Benchmarks 1 & 3)	Access to high quality information about future study options and labour market opportunities and encounters with further education, higher education, and training providers (Benchmarks 2 & 7)
Theme 4	Theme 5	Theme 6
Linking curriculum learning to careers (Benchmark 4)	Encounters with employers/employees and experiences of the workplace (Benchmarks 5 & 6)	Personal Guidance (Benchmark 8)



Theme 1: Careers Leadership and Strategic Careers Planning

1.1 The role of Careers Leader	There is a named Careers Leader	A named Careers Leader, with appropriate training, is in place in a role that is clear within the staffing structure	A trained Careers Leader has access to support and resources to fulfil the role, including relevant line management at senior leadership level	Performance management of a trained Careers Leader is aligned to support an impact driven approach to careers and school or special school improvement
1.2 Strategic careers planning	There is a careers plan or action plan	There is a <u>strategic careers plan</u> that includes priorities for the development of the careers provision	There is a strategic careers plan in place with SMART priorities and that is aligned to other priorities of the school or special school and careers is referenced within development and improvement planning	Careers features throughout the school or special school development plan within wider strategic improvement priorities and the strategic careers plan includes relevant elements of overall development planning
1.3 Strategic leadership of careers	Careers is discussed with senior leadership team on an ad hoc basis	Strategic oversight of careers is led by a member of senior leadership team	Strategic oversight of careers is led by a member of senior leadership team and careers features regularly in senior leadership team planning and reporting	Strategic careers planning and impact evaluation is overseen by a member of the senior leadership team and is embedded within whole school or special school development planning, impact evaluation and reporting
1.4 Support and challenge from Governance	There are ad hoc opportunities to consider careers provision at governing body meetings and report to Governors	There are regular and planned opportunities for Governors to consider the aims and impact of the careers provision	The aims and impact of the careers provision is considered alongside a strategic careers plan by Governors and there is a consistent approach to reporting according to this within governing body meetings and/or a relevant sub-committee. There may also be a named Careers Link Governor	Governors (or specifically a Careers Link Governor) contribute to development and progress of the strategic careers plan with regularly scheduled reporting on progress and impact evaluation to governing body and/or a relevant sub-committee
1.5 Engagement with the national Network of Careers Hubs	The named Careers Leader meets with an Enterprise Co-ordinator and the school or special school is part of a Careers Hub Community of Practice	The named Careers Leader regularly meets with an Enterprise Co-ordinator to review strategic careers planning and the school or special school is an active member of a Careers Hub Community of Practice	The school or special school leadership is supported with strategic careers planning from relevant Careers Hub colleagues and the school or special school actively contributes to the development of a Careers Hub Community of Practice	The school or special school leadership is supported with strategic career planning from relevant Careers Hub colleagues and the school or special school leadership strategically engages with and contributes to a Careers Hub Community of Practice
1.6 Effective engagement with an Enterprise Adviser(s)	The school or special school has a named Enterprise Adviser(s)	The Careers Leader is supported and challenged by an Enterprise Adviser(s)	An Enterprise Adviser(s) supports the senior leadership team to plan strategically and ensure that careers is aligned to wider school or special school priorities and impact evaluation	An Enterprise Adviser(s) informs strategic careers planning and impact evaluation which is embedded within senior leadership team whole school or special school development planning, impact evaluation and reporting



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Cumulative Added Value of Careers Impact Reviews

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Internal Leadership Review

Collaboration - Wider SLT engagement in Careers

Awareness of current 'best-fit' related to different themes underpinned by the Gatsby Benchmarks

Stimulates initial thoughts around how to achieve progress through the Maturity Model

Peer-to-Peer Review

Support and challenge from peers

Expert guidance from a trained facilitator using standardised methodology

Output: Collaboratively agreed highest leverage actions prompted by the Maturity Model language

Summary of Review, Action Planning and Post-Review Stages

A summary of discussions, celebrations of strengths and agreed highest leverage actions to inform SLT and Governors

Collaborative action planning to ensure sustainable, strategic, impact-driven improvement

A mechanism to enable long-term student and institution level impact when careers is leveraged as a vehicle for overall improvement



The Careers Impact System is a step-by-step staged and integrated approach to improving and assuring quality in the careers system, with peer and expert support all the way through. It is founded on the following approach:

1. Internal leadership reviews - undertaken by and within schools and colleges bringing together key colleagues to examine current performance, identify what good looks like and how best to achieve it.

2. Peer-to-peer reviews - administered regionally at scale through trained Careers Hub or Trust facilitators - involves Careers Leaders in a local area sharing practice and progress against the Benchmarks to identify what works well and areas for improvement.

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Careers Impact peer-to-peer reviews

Participant view

Internal
leadership
review

Engagement.
trio formation,
preparation
&
commitment

Review

Action Plan
&
Act



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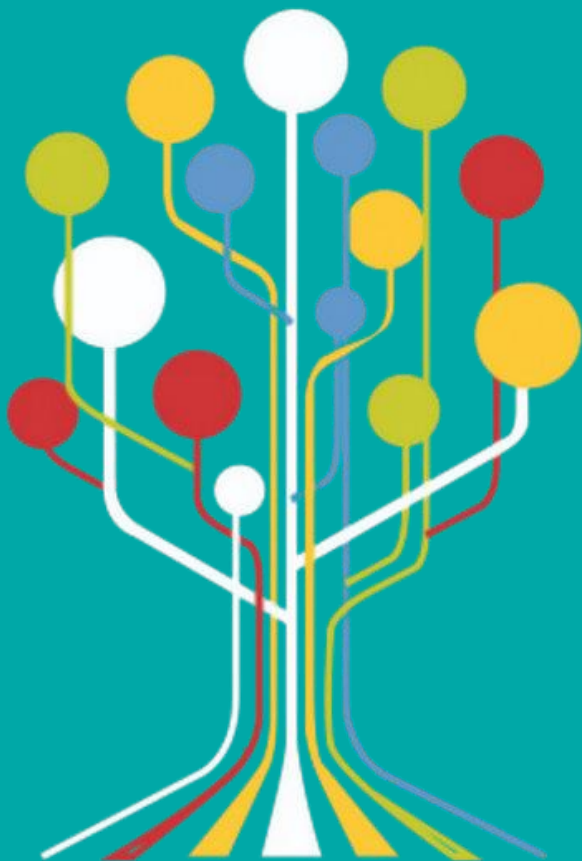
Careers Impact System

The Careers Impact System is a process that drives continuous improvement in the quality of careers education in schools and colleges.

It's a systematic approach to raising standards, provides confidence in and assurance of quality to the education policy community and is directly linked to wider school and college improvement.

- **96% of education leaders say it will lead to improved careers provision.**
- **86% say it will lead to improved student outcomes.**
- **72% say it has established strong links between careers and school improvement.**





start 



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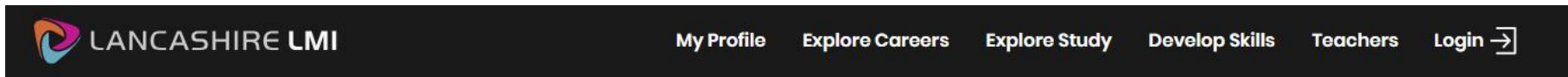
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<https://lancashire.startprofile.com/page/home-page>



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Welcome to Lancashire LMI

← Back

This Platform Has Been Updated. For more information [Click here](#).

Connect with
your career
potential

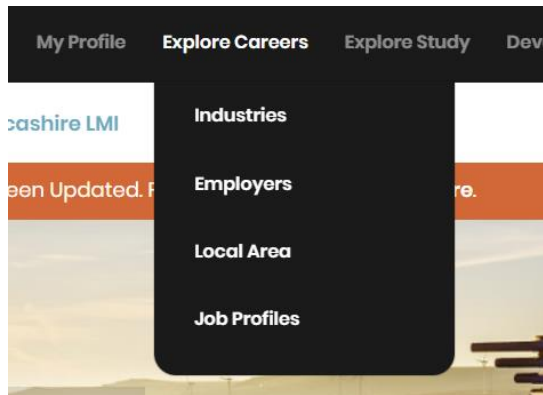
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Agriculture and Land-Based



Business and Administration



Construction



Creative and Design



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Useful resources



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[Careers with Physics](#)



[Neon Futures - STEM inspiration through real-world engineering!](#)



[Advanced Manufacturing Factsheet](#)



[Lancashire Advanced Manufacturing and Energy Cluster](#)



[Lancashire Advanced Manufacturing Research Centre](#)



[Tasty Careers in Food & Drink](#)

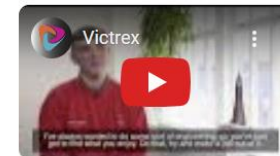


Use the  icon on the bottom right of each video to view in full screen



BAE Systems

The team at BAE Systems discuss how they leverage the capabilities from a global team to build and deliver the F-35 fighter jet. (04:18)



Victrex Apprentice

Apprentice Instrument Technician Daniel talks about his job at Victrex who make a high grade plastic polymer used in aerospace and car manufacture. (01:31)



Engineering at WEC Group

Kris Mercer talks about apprentice engineers developing into fully skilled tradespeople, and the value of apprenticeships. (02:53)



Interfloor

John Cooper and his team at this UK-based flooring and accessories company talk about creating an environment for people to succeed. (06:00)



Leyland Trucks Apprentices

Hear advice and experiences from Apprentices, past and present from this large vehicle manufacturer. (06:53)



Veka

Gabriella provides an insight into the variety of roles at this company manufacturing plastics for windows and doors. (06:01)

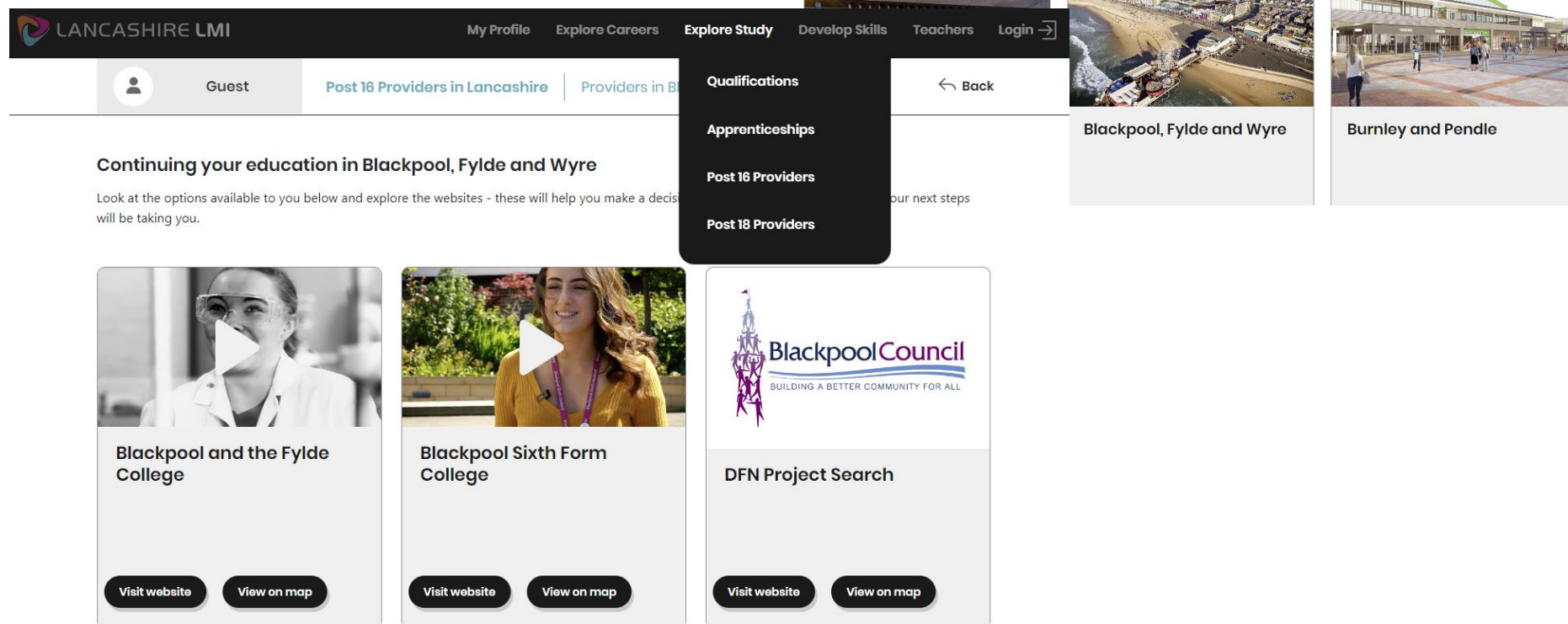
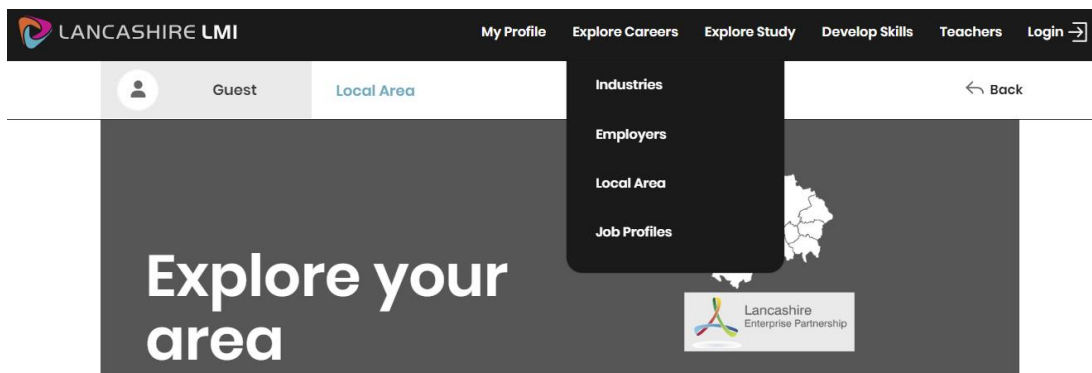
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How to use this platform in your school or college



Teaching Resources

Use the teacher resources below to deliver meaningful careers lessons to your students using the information on this platform. The links will open a PDF document in a new window which you can optionally download or print.

Resource

[Exploring Industries](#)

[Exploring Employers](#)

Coming Sep 2024

[Exploring Study](#)

[Exploring My Profile](#)



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Compass + Usage

Maximise the use of your Compass+ system to have everything you need in one place. Allowing you to track, evaluate and demonstrate impact of your provision.



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Compass + & FSQ Support

New Features:

- Internal Leadership Review Tool
- FSQ Custom reporting.
- Activity Custom Reporting (Due Oct)



Future Skills Questionnaire (FSQ)

Suggested Schedule to support Impact Evaluation:

Autumn Term: **Year 7 Starting Secondary Questionnaire**, baseline to measure progress from and to inform planning.

Spring Term: **Year 9 Transition from KS3**, Post options process, see progress, check for gaps and sectors of interest support planning for encounters.

Spring Term: **Yr. 11 GCSE Years & Yr. 13 Post 16**. Final evaluation to allow for progress measure and to check sectors against LMI and growth areas.

Summer Term: **Yr.10 GCSE Years, Yr.12 Post 16**. Post work experience / workplace encounters, pre transition planning.





Support to Implement:

- Compass + Helpdesk articles and webinars. New FSQ learner animation so use pre survey.
- Your Enterprise Coordinator can support you with generating the links and with related resources to support delivery.
- Enterprise Advisor and EC to review the reports after delivery supporting planning and evaluation.





Coming up:

Careers Impact System- Internal Leadership and Peer to Peer Reviews Session 1/10/24 3.30-4.30pm [Join the meeting now](#)

New Career Leader Support Session
8/10/24 3.30-4.30pm [Join the meeting now](#)

CEC Parental Engagement for Careers Module 1 & 2 In Person
22/11/24 at County Hall Preston

Compass + Training In Person (Date TBC)
FSQ, Internal Leadership, Fully Embedded Compass

Derby University Career Leader Training. Autumn & Spring Term

Thank you
for your
time.

[Link to the Expression of
Interest Form](#)

Career Leader, Training &
Development Opportunities.
Expression of Interest Form



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