



## Careers Policy 2024/25

Careers Education, Information, Advice, and Guidance (CEIAG)

The Triple Crown Centre is committed to working towards meeting the 'Quality in Careers Standard' award, with Ixion, incorporating the Gatsby Benchmarks

**Written and Approved by Management Board**

Date of Approval: December 2024

Annual Review

Date of next review: September 2025

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## 1. Introduction

*'High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self- development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.'* (Careers guidance and access for education and training providers - statutory guidance for schools - DfE, January 2023)

Careers education, information, advice and guidance is embedded within and across the Triple Crown Centre's whole curriculum offer and we encourage students to appreciate that their 'career journey' is:

- Their life journey
- An ongoing experience that develops character, relationships, confidence, resilience and abilities
- One that teaches acceptance of themselves and others, which embraces difference
- Their individual journey of growth and change, to be celebrated and enjoyed

The Triple Crown Centre's careers programme links with Solihull Council's Life Ready Programme,' (funded by The Careers and Enterprise Company and the Careers Hub).

## 2. The Triple Crown Centre's Vision

This careers policy is underpinned by the Triple Crown Centre's vision, which reflects empowering all of our school community to 'Believe, Achieve and Succeed' by, for example:

- Recognising and developing the potential of each and every individual, no matter what their starting point, previous educational experience, circumstances or medical need and promoting success for all in its widest sense
- Championing inclusion, equality and diversity
- Ensuring strategies and experiences secure self-confidence and courage in our young people, empowering them to achieve more than they ever believed possible
- Providing students with wide-ranging opportunities to develop the skills, knowledge and understanding needed to secure their future in education, training or the workplace and realise their ambitions
- Promoting pride in ourselves and our school, with students who are lifelong learners, responsible citizens and positive contributors to their local, national and global communities
- Celebrating every form and stage of success

## 3. Commitment to CEIAG

The Triple Crown Centre is committed to the following:

- Providing high quality careers education, information, advice, and guidance which is at the heart of achieving our whole school vision
- Providing independent and impartial careers guidance for all students. Affirming that this guidance is delivered by a Level 6 or above careers advisor who upholds the professional standards of the Career Development Institute
- Working towards meeting the 'Quality in Careers Standard' award with Ixion, part of the Shaw Trust group, to consistently improve careers provision and student outcomes

## 4. Statutory requirements

This policy is:

- Based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#). (January 2023), which refers to:
  - The Education Act 1997
  - The Education and Skills Act 2008
  - The School Information (\*England) Regulations 2008
- In line with the Education (Careers Guidance in Schools) Act 2022 and the [Skills and Post-16 Act 2022](#) (January 2023)
- Linked to The Triple Crown Centre's 'Provider Access Policy Statement' (available to view on our [school website](#)) which reflects our legal duty to provide opportunities for a range of education and training providers to access all students, to inform them about approved technical education qualifications and apprenticeships

## 5. Vision and Aims of The Triple Crown Centre Careers Programme

The Triple Crown Centre's CEIAG programme is designed to ensure all students are provided with and supported to understand information:

- About further education, higher education, technical qualifications (T Levels), apprenticeships and other opportunities available at each transition point

- From a range of local providers about opportunities including educational and work based options such as apprenticeships and T Levels.
- About how to make applications and the employability skills required to secure employment

Our vision is that all our students:

- Are able to make informed decisions, because they know and understand about the world of work and all available pathways to careers and jobs
- Develop the skills and qualities they need to achieve positive employment destinations
- Reach their full careers potential, with engaging and rewarding life opportunities
- Contribute to a productive and successful economy

The Careers Leadership Team is committed to developing a Careers Education, Information, and Guidance Programme (CEIAG) that facilitates this vision and is everyone's responsibility.

Our careers programme aims to:

- Be impartial and accessible to all
- Be responsive to the developmental stage and learning ability of each individual student
- Address the social, emotional and health needs of our young people
- Be flexible, with adaptations made in light of changing student cohorts and stakeholder feedback
- Raise aspirations, unlock potential and promote success
- Challenge stereotypes
- Promote equality and diversity
- Support our young people to develop the essential skills, personal qualities and values key to being an impactful employee
- Promote student confidence in navigating the technological advances and emerging careers in our rapidly changing modern society

## **6. Ways in which The Triple Crown Centre's careers programme will be implemented include through:**

- PSHE lessons
- Assemblies
- Achievement mentoring sessions
- Careers fairs
- 1:1 meetings with an external Careers Adviser
- Guest speakers
- Displays around school
- Visits
- Work Experience

## **7. Career Programme Strategic Objectives:**

The Triple Crown Centre's careers programme will:

- Follow the principles of the 8 Gatsby Benchmarks, developed by the Gatsby Charitable Foundation (see Appendix 1)
- Address the needs of all students, with experiences that provide inspiration for every young person to develop personal aspirations and achieve their potential, regardless of their starting point, previous educational experience, circumstances or medical need. This objective will be supported by, for example:
  - Enabling engagement with a range of post-16 destinations
  - Tailoring meaningful employer/employee encounters and experiences of workplaces
  - Ensuring all students have the opportunity to have at least two 1:1 careers guidance

interviews with our external Careers Adviser every year

- Accurate collection and analysis of destination data for evaluation of the careers programme
  - (*Gatsby Benchmarks 1, 3, 5, 6, 7, 8*)
- Enhance parental and student stakeholder engagement with the careers programme development e.g. by promoting student and parent/carer voice (*Gatsby Benchmarks 1, 2*)
- Link careers education to curriculum learning, to enable students to understand how specific subject knowledge and skills link to the world of work and are used in a variety of careers and workplaces (*Gatsby Benchmarks 4*)
- Provide an awareness of the changing nature of the world of work and opportunities available locally and nationally (*Gatsby Benchmark 2*)

## 8. Roles and responsibilities

8.1 Our **Careers Leader** is Mrs R Shell-Macleod and she can be contacted by emailing [triplec@triple-crown.solihull.sch.uk](mailto:triplec@triple-crown.solihull.sch.uk).

**The Careers Leader will:**

- Ensure:
  - There is a strategic careers plan in place, with a robust and stable career guidance programme that is published on the school's website
  - Compliance with legal requirements to provide independent career guidance and give all students access to providers of technical education or apprenticeships, alongside the publication of a policy statement of provider access on the website.
  - Compliance with legal requirements to collect destination data outcomes for 3 years
  - Careers education, information, advice and guidance continues to be a priority within our School Development Plan
  - A consistent approach to careers is evident across the school
- Lead and manage the Careers Coordinator and all others who deliver careers guidance
- Support teaching staff to build careers education and guidance into subjects across the curriculum, with links made to the world of work
- Measure the impact of the school's careers programme against the 8 Gatsby Benchmarks of good careers guidance, through the Compass+ assessment tool
- **Monitor, review and analyse the careers education provision, experiences students receive and destination data, ensuring evaluations contribute to the strategic careers plan and the School Development Plan**
- Provide information, as required, for the Management Board, the Careers Link Governor, Ofsted, and others as appropriate and required

8.2 Our **Careers Coordinator** is Mrs D Thomas, and she can be contacted or emailing [triplec@triple-crown.solihull.sch.uk](mailto:triplec@triple-crown.solihull.sch.uk).

**The Careers Co-ordinator will:**

- Contribute to the development of a strategic careers plan and a robust and stable career guidance programme
- Plan and manage the provision of a range of careers education, information, advice and guidance (CEIAG) activities for all students in Years 7-11. This includes:
  - Meaningful encounters with employers
  - Attending careers fairs (virtual and face to face)
  - Opportunities to be inspired by motivational speakers
  - Encounters with further and higher education providers
  - Opportunities to access information and guidance in relation to:
    - Apprenticeships, T-levels, and internships
    - Labour Market Information (LMI)
  - Work experience (Year 10)
- Meet the needs of all students by, for example:

- Providing access to a range of tailored opportunities
- Liaising with Achievement Mentors, SENCO and teaching staff to identify students needing additional guidance
- Assisting with the identification and support of those at risk of not being in education or employment with accredited training post 16
- Work in partnership with all others who have careers programme roles and responsibilities, as identified in this policy
- Establish and develop links with the full range of educational providers, securing opportunities for our students to meet both staff and students from these learning communities. Identified educational providers will include:
  - Sixth Forms
  - Colleges
  - Universities
  - Apprenticeship providers
- Promote stakeholder (including student and parent/carer) communication, engagement and feedback to inform the careers programme's development and evaluation
- Support parents/carers in assisting their child with career planning, by providing them with information about different available pathways and labour market information (LMI)
- Build a network of alumni who can support the career guidance programme
- Advise the Careers Leader on CEIAG resources and funding opportunities
- Liaise with the Business Manager to ensure the careers section of the school's website is up to date. and accurate
- Be proactive in sourcing and accessing careers related Continuous Personal Development (CPD)
- Support the Careers Leader to monitor, review and evaluate the impact of the careers programme through, for example:
  - Measurement of the school's careers programme against the 8 Gatsby Benchmarks of good careers guidance, through the Compass+ assessment tool
  - Stakeholder feedback
  - Analysis of destination data

### **8.3 The Careers Link Governor will:**

- Support:
  - The development, implementation and evaluation of The Triple Crown Centre's careers programme
  - Staff members who have responsibility for Careers Education, Information, Advice and Guidance in carrying out their roles and responsibilities
- Establish regular meetings to facilitate strategic planning and discussion
- Encourage the school to work towards the Quality in Careers Standard
- Attend relevant employer engagement and careers networking activities
- Facilitate partnerships with local businesses
- Engage with learners and parents/carers to discuss CEIAG and receive feedback
- Ensure the Management Board are kept informed and updated about:
  - Meeting the requirements of the statutory guidance. This includes compliance with the provider access legislation, publishing of policy statements on the school website, commitment to the delivery of independent and impartial guidance, tracking of student destinations for 3 years
  - How careers education is contributing to the school's strategic priorities
  - How careers education is contributing to students' learning and career decision making
- Promote people from the business community as Management Board members
- Identify and attend any CPD appropriate to the role, to ensure keeping abreast of career guidance best practice and local/national developments

#### **8.4 The Careers Adviser will:**

- Provide at least two personal careers guidance interviews, every year, for all students in Years 7-11
- Work with each individual student to develop, review and update personalised Careers Development Plans, which are shared with parents/carers
- Ensure students have access to, and are able to use, a variety of careers information
- Provide students with information about the range of different pathways available to them
- Ensure all advice and guidance is accurate, up to date and impartial
- Encourage students to be ambitious, but realistic, in their choice of career
- Guard against any student being disadvantaged in gaining access to education, employment, or training

#### **8.5 The Enterprise Adviser will:**

Support:

- The development of The Triple Crown Centre's careers programme
- The Triple Crown Centre to focus efforts on activities most effective in motivating students, supporting individual choice and securing positive outcomes
- The Careers Leader to develop the strategic priorities
- The careers team with networking and stakeholder engagement skills
- Enterprise and employer engagement
- Staff, students and The Management Board to understand the world of work and labour market information
- The evaluation and impact measurement of the school's careers programme. alongside the identification of gaps in provision

Provide:

- Employer perspective and insight
- Resources to support implementation of the careers programme
- Access to local business networks

#### **8.6 The Enterprise Co-ordinator will support The Triple Crown Centre to:**

- Identify and develop careers and enterprise activities
- Focus everyone's efforts on activities and programmes most effective in motivating students, supporting individual choice and securing positive outcomes
- Engage with employers and careers programme providers
- Engage with the world of work
- Know and understand about available avenues for securing additional funding

#### **8.7 The SENCO will ensure:**

- Student SEND information is available to facilitate the tailoring of careers experiences for individual learners, with relevant support in place
- Education, Health and Care Plans (EHCPs) and Personal Education Plans (PEPs) inform careers advice and guidance for students this applies to
- Timely Year 11 EHCP reviews to secure the early identification of appropriate post-16 provision and appropriately supported transition plans

#### **8.8 The Teacher of PSHE will:**

- Support the Careers Co-ordinator with strategic careers planning and ensuring a robust and stable career guidance programme
- Teach aspects of the careers programme as identified in PSHE long-term plans

#### **8.9 All teachers will:**

- Make clear links to curriculum learning and careers
- Ensure units of learning identify opportunities to link subject learning to careers/employability skills

- Support students to understand the world of work and be able to respond to changing opportunities
- Encourage students to develop independent research skills, enabling them to make the best use of careers information and guidance
- Promote careers events, visits and opportunities

#### 8.10 Learning Support Assistants will:

- Support students in:
  - Understanding the world of work and being able to respond to changing opportunities
  - Developing independent research skills, which will allow them to make the best use of careers information and guidance
  - Attending their appointments with the Careers Adviser
- Promote careers events, visits and opportunities

#### 8.11 The Business Manager will:

- Manage the careers budget and commission career guidance services as directed by the Headteacher
- Manage the careers section of the school's website

### 9. Access to our careers programme information

A summary of our school's careers programme is published within Appendix 2 of this careers policy and on the Careers section of the school website.

Additional information about the careers programme can be requested by contacting the Headteacher.

### 10. Student Entitlement Statement:

Every student at The Triple Crown Centre is entitled to high quality careers education and guidance as part of their overall education. Careers education and guidance has never been so important. The Triple Crown Centre fully embraces careers education and guidance, supporting statutory requirements and working towards achieving the eight Gatsby Benchmarks, ensuring that every student receives this entitlement. See Appendix 3 for our "Student Charter". Our strategy aims to meet the needs of all students. We will seek input and feedback from our students, for example and via the Triple Crown Student Council.

The Triple Crown Centre will access extra support for those students identified in Years 10 and 11 to be at risk of becoming NEET (not in education, employment, and training) to support a successful post 16 transition place.

#### 10.1 CDI "Framework for Careers, Employability and Enterprise Education".

The Triple Crown Centre will aim to use the Career Development Framework for secondary schools launched by the Career Development Institute (CDI) in April 2021. This promotes the six learning areas for lifelong career development, see **Appendix 4**. This helps to inform the learning outcomes of the careers programme.

### 11. Other Stakeholders

We recognise the importance of putting in place effective arrangements and resources for the management and delivery of the careers programme. The following stakeholders are needed to support the achievement of the aims of our strategy:

#### 11.1 Parents and Carers:

Engaging parents/carers is critical to our strategy as most students will seek input and advice from them. This involvement is paramount in supporting our commitment to raising aspirations. Providing parents/carers with accessible, reliable, up to date careers information is essential to support our student's decision-making process. The Triple Crown Centre will achieve this by:

- A dedicated parents/carers information link within the careers section of our school website
- Providing careers information through newsletters, text messages
- Availability for parents/carers to discuss their child's progress and aspirations
- Members of the careers team are available at parents' evenings and other events
- We welcome parents who are able to support our careers programme directly, for example, through delivering careers talks to students or providing contacts through their own networks
- Encouraging parents/carers to feedback on how to improve the careers programme



- Inviting parents/carers to attend their child's personal careers guidance interviews with the careers adviser
- Parents/carers and their child will be provided with extra support when the student is identified in Years 10 and 11 to be at risk of becoming NEET at post 16 transition

### **11.2 Partnerships:**

The Triple Crown Centre will collaborate with a range of external providers and agencies to help deliver its careers programme.

The careers education programme includes visits from apprentices, employers, employees and representatives from colleges and training providers during the year to talk to and meet with students. Please see Provider Access Policy. Staff and organisations are vetted for suitability by the relevant staff at the school.

We work closely with Solihull Careers Hub (see appendix 5) and access any support, resources, training they offer to improve the quality of the careers education for our students.

The Triple Crown centre is supported by Enterprise Coordinator, Maryam Nkemena (Solihull Careers Hub) and Enterprise Advisor, Lydia Hamilton-Smith (Balfour Beatty) and Neil Stoddart, Careers Advisor.

### **11.3 Work Experience:**

The Triple Crown Centre provides all year 10 students the opportunity to participate in one week of work experience in the summer term. This gives students an understanding of the world of work. The Year 10 work experience programme is organised by Mrs B Turner, our careers coordinator who liaises with students, parents/carers, achievement mentors. We strongly encourage students, parents/carers to arrange their own work experience. Students who require additional help are supported. We strive to develop strong working relationships with local organisations/ businesses who support the work experience programme.

- Parents/carers are communicated with throughout the process.
- Risk assessments are undertaken for all placements
- All students are covered by the correct employer insurance
- The careers coordinator ensures each placement meets with the school's requirements, students will be treated fairly, and it will be a meaningful work experience
- All students' complete logbooks whilst on placement
- Checks will be made during placement to ensure student attendance and the placement is successful
- The placement will be evaluated after completion by students and employers

## **12. Resources**

The Management Board will ensure funding is allocated in the annual budget in the context of whole school priorities and particular needs for Careers Education, Information and Guidance. Additional funding opportunities presented by the Careers Hub or other organisations may be used when available. The Careers Leader works closely with the Careers Coordinator to ensure efficient use of resources. The Triple Crown Centre is committed to providing the most appropriate resources to develop and maintain an excellent careers programme.

## **13. Staff Development**

All staff are expected to contribute to the career learning and development of students. To meet the training needs that arise from this, we identify and establish in-school CPD and support engagement in training provided by outside providers.

## **14. Assessing the impact of our careers provision**

The success and impact of CEAIG at the Triple Crown Centre will be assessed and measured by the Careers Team in a number of ways, which includes:

- Measurement against the 8 Gatsby Benchmarks of good careers guidance through the Compass+ assessment tool
- Stakeholder feedback, which includes evaluations, surveys, discussions relating to events, activities and the curriculum
- Feedback from employers, college/apprenticeship representatives at events
- Curriculum outcomes
- Attitudes to learning, including students' attendance and behaviour
- Students and parent/carers knowledge of destination options
- Analysis of destination data
- Updating the Management Board on Gatsby Benchmark progress and outcomes, receiving their

feedback

All stakeholders are welcome to feedback on our careers programme to the Careers Leader, whose details are available on the website.

This continual evaluation will help us identify any improvements to be made to the CEIAG.

#### **15. Links to other policies and documentation**

This policy links to the following policies and school documents:

- Provider Access Policy statement
- Child Protection policy
- Equality policy and objectives
- Management of Visits, Trips and Learning Outside the Classroom policy
- Online Safety policy

#### **16. Policy Monitoring and review**

This policy, the information included, and its implementation will be monitored by the Management Board and reviewed annually.

The next review date is: September 2025

## Appendix 1

### The Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance.' The Benchmarks are not a statutory requirement but, by adopting them, our school can be confident we are fulfilling our legal duties.

Gatsby Benchmark 1	A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
Gatsby Benchmark 2	Learning from career and labour market information	Every student, and their parents, should have access to quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
Gatsby Benchmark 3	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
Gatsby Benchmark 4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of subjects for a wide range of future career paths.
Gatsby Benchmark 5	Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about the world of work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
Gatsby Benchmark 6	Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
Gatsby Benchmark 7	Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
Gatsby Benchmark 8	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

## The Triple Crown Centre

2023/24

### Years 7-11 Careers Programme

**Supporting students' preparation for the next stage of their education/training and their future life opportunities.**

Careers Information, Advice and Guidance to supplement learning through PSHE (see Long-Term Curriculum Plan) and other subject areas.

Additions will be made to this programme, as the school year progresses and further opportunities are identified.

### Year 7

Year 7		
Autumn term	Spring term	Summer term
<ul style="list-style-type: none"> <li>1:1 meetings with external Careers Adviser</li> <li>Achievement Mentor programme – careers/employability skills focused sessions</li> <li>Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset</li> <li>Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design</li> <li>Visual displays – posters around school</li> <li>STEM careers activity</li> <li>Presentations from representatives of post-16 local providers</li> <li>Employer encounter (Balfour Beatty) – promoting an awareness of careers options, visit</li> <li>'Tech She Can' online presentation/question and answer session - careers in the gaming industry</li> <li>Diversity Day – promoting an appreciation of careers in a diverse culture</li> </ul>	<ul style="list-style-type: none"> <li>1:1 meetings with external Careers Adviser</li> <li>Visual displays – posters around school</li> <li>Achievement Mentor programme - careers/employability skills focused sessions</li> <li>Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset</li> <li>Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design</li> <li>Visit to a local fire station – employer encounter, insight into firefighting careers</li> <li>Careers Fair</li> <li>STEM careers activity</li> <li>Employer encounter – construction services</li> </ul>	<ul style="list-style-type: none"> <li>1:1 meetings with external Careers Adviser</li> <li>Achievement Mentor programme - careers/employability skills focused sessions</li> <li>Visual displays – posters around school</li> <li>Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset</li> <li>Visit to, and participation in, The Big Bang Fair at the NEC – STEM careers inspiration and advice</li> <li>Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design</li> </ul>

## Year 8

Autumn term	Spring term	Summer term
<ul style="list-style-type: none"> <li>• 1:1 meetings with external Careers Adviser</li> <li>• Achievement Mentor programme – careers/employability skills focused sessions</li> <li>• Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset</li> <li>• Visual displays – posters around school</li> <li>• Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design</li> <li>• STEM careers activity</li> <li>• Presentations from representatives of post-16 local providers</li> <li>• Employer encounter (Balfour Beatty) – promoting an awareness of careers options, visit</li> <li>• ‘Tech She Can’ online presentation/question and answer session - careers in the gaming industry</li> <li>• Diversity Day – promoting an appreciation of careers in a diverse culture</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 meetings with external Careers Adviser</li> <li>• Achievement Mentor programme – careers/employability skills focused sessions</li> <li>• Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset</li> <li>• Visual displays – posters around school</li> <li>• Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design</li> <li>• Visit to a local fire station – employer encounter, insight into firefighting careers</li> <li>• Careers Fair</li> <li>• STEM careers activity</li> <li>• Employer encounter - – construction services</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 meetings with external Careers Adviser</li> <li>• Achievement Mentor programme - careers/employability skills focused sessions</li> <li>• Visual displays – posters around school</li> <li>• Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset</li> <li>• Visit to, and participation in, The Big Bang Fair at the NEC – STEM careers inspiration and advice</li> <li>• Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design</li> </ul>

## Year 9

Autumn term	Spring term	Summer term
<ul style="list-style-type: none"> <li>• 1:1 meetings with external Careers Adviser</li> <li>• Achievement Mentor programme – careers/employability skills focused sessions</li> <li>• Visual displays – posters around school</li> <li>• Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset</li> <li>• Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design</li> <li>• STEM careers activity</li> <li>• Presentations from representatives of post-16 local providers</li> <li>• Employer encounter (Balfour Beatty) – promoting an awareness of careers options, visit</li> <li>• ‘Tech She Can’ online presentation/question and answer session - careers in the gaming industry</li> <li>• Representatives from The Apprenticeship Support &amp; Knowledge for schools and colleges programme (ASK) working with students to increase awareness of apprenticeships, traineeship and T Levels</li> <li>• Diversity Day – promoting an appreciation of careers in a diverse culture</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 meetings with external Careers Adviser</li> <li>• Achievement Mentor programme – careers/employability skills focused sessions</li> <li>• Visual displays – posters around school</li> <li>• Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset</li> <li>• Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design</li> <li>• Visit to a local fire station – employer encounter, insight into firefighting careers</li> <li>• Careers Fair</li> <li>• STEM careers activity</li> <li>• Employer encounter -- construction services</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 meetings with external Careers Adviser</li> <li>• Achievement Mentor programme - careers/employability skills focused sessions</li> <li>• Visual displays – posters around school</li> <li>• Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset</li> <li>• Visit to, and participation in, The Big Bang Fair at the NEC – STEM careers inspiration and advice</li> <li>• Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design</li> </ul>

## Year 10

### Autumn term

- 1:1 meetings with external Careers Adviser
- Achievement Mentor programme – careers/employability skills focused sessions
- Visual displays – posters around school
- Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset
- Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design
- STEM careers activity
- Presentations from representatives of post-16 local providers
- Employer encounter (Balfour Beatty) – promoting an awareness of careers options, visit
- ‘Tech She Can’ online presentation/question and answer session - careers in the gaming industry
- Representatives from The Apprenticeship Support & Knowledge for schools and colleges programme (ASK) working with students to increase awareness of apprenticeships, traineeship and T Levels
- Diversity Day – promoting an appreciation of careers in a diverse culture

### Spring term

- 1:1 meetings with external Careers Adviser
- Achievement Mentor programme - careers/employability skills focused sessions
- Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset
- Visual displays – posters around school
- Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design
- Employer encounter - – construction services
- STEM careers activity
- Visit to a local fire station – employer encounter, insight into firefighting careers
- Carers Fair

### Summer term

- 1:1 meetings with external Careers Adviser
- Achievement Mentor programme - careers/employability skills focused sessions
- Visual displays – posters around school
- Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset
- Visit to, and participation in, The Big Bang Fair at the NEC – STEM careers inspiration and advice
- Work Experience week
- Parent/carer and student progress evening – opportunity for post-16 discussions with staff
- Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design
- Evening session for parents to promote awareness of post-16 options and pathways

## Year 11

Autumn term	Spring term	Summer term
<ul style="list-style-type: none"> <li>• 1:1 meetings with external Careers Adviser</li> <li>• Achievement Mentor programme – careers/employability skills focused sessions</li> <li>• Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset</li> <li>• Visual displays – posters around school</li> <li>• Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design</li> <li>• National Apprenticeship and Education Event (Millennium Point)</li> <li>• Parent/carer and student progress evening – opportunity for post-16 discussions with staff</li> <li>• STEM careers activity</li> <li>• Presentations from representatives of post-16 local providers</li> <li>• Employer encounter (Balfour Beatty) – promoting an awareness of careers options, visit</li> <li>• ‘Tech She Can’ online presentation/question and answer session - careers in the gaming industry</li> <li>• Representatives from The Apprenticeship Support &amp; Knowledge for schools and colleges programme (ASK) working with students to increase awareness of apprenticeships, traineeship and T Levels</li> <li>• Diversity Day – promoting an appreciation of careers in a diverse culture</li> <li>• National School &amp; College Leaver Festival (NEC)</li> <li>• Representatives from Solihull ‘Skills for Success’ supporting students’ understanding of careers and learning pathways, alongside the development of skills required for post-16 learning and work</li> <li>• EHCP reviews to secure post-16 destination support</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 meetings with external Careers Adviser</li> <li>• Achievement Mentor programme – careers/employability skills focused sessions</li> <li>• Visual displays – posters around school</li> <li>• Whole school assemblies e.g. to promote skills for the workplace, post-16 options, growth mindset</li> <li>• Students working towards their Arts Award, through Trinity College London – inspiring careers in Art and Design</li> <li>• Employer encounter - – construction services</li> <li>• STEM careers activity</li> <li>• Visit to a local fire station – employer encounter, insight into firefighting careers</li> <li>• Carers Fair</li> </ul>	<ul style="list-style-type: none"> <li>• External Careers Adviser available for 1:1 discussions and support.</li> </ul>



## Appendix 3

### Student Careers Charter

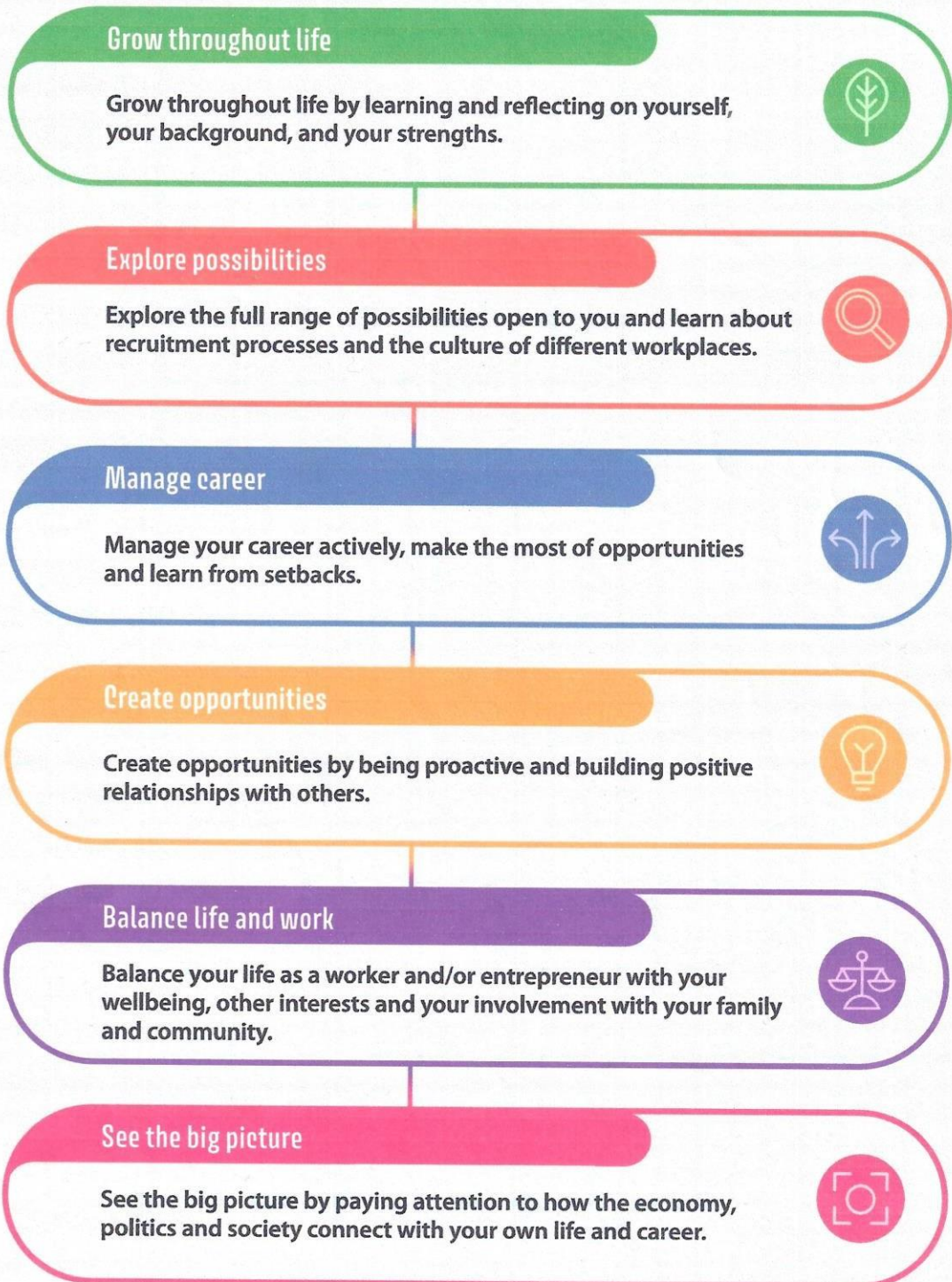
The Triple Crown commitment to all students:

- We want you to have the best careers education and advice to inspire you to aim high and equip you with the employability skills to be successful in your career
- We will help you learn about employability skills; employers; jobs; the local, national and international labour market; further and higher education opportunities and entry requirements and applications
- Lessons will include career-related learning, employability and the labour market
- Careers will be embedded through all areas of the curriculum and specifically delivered through Achievement Mentor sessions, PSHE lessons, assemblies and co-curriculum activities
- You will be given the opportunity to meet and visit employers and education providers
- Anyone can request additional individual careers guidance appointments with the careers advisor, to explore your next steps, the skills you need and job ideas
- We will provide you with a range of careers resources
- We will provide your parent/carers with relevant information and invite them to attend events. Please encourage your parents to be active and take part, e.g. could they give a careers talk or host a careers activity?

# 1 The Framework

## 1.1 Learning areas

The six learning areas for lifelong career development are:



## Appendix 5

### Careers Hub

Careers Hubs are part of a national initiative to transform careers education for young people. It is a central part of the government's Careers Strategy, published in December 2017, based on a proven model first piloted by the Gatsby Charitable Foundation and the North East Local Enterprise Partnership (LEP) from 2015-17. Schools and colleges in the pilot made rapid progress against the Gatsby Benchmarks and independent evaluation showed increased attainment and career readiness among students. The Department for Education funded the Careers and Enterprise Company (CEC) to test this model further. Twenty Careers Hubs were established across the country in September 2018. The pilot was then increased in scale in September 2019 with a further twenty Careers Hubs established, including Solihull.

#### What is a Careers Hub?

A Careers Hub is a group of between 20 and 40 secondary schools / colleges / SEN Schools located in the same geographical area; working with universities, other education and training providers, employers and career guidance professionals to ensure that ALL the Gatsby Benchmarks are delivered in each school and college within the Hub and that careers outcomes are improved for all young people. Schools and colleges within the Hub should have a shared vision of how they will work together to improve outcomes for the young people in their area.

#### Solihull Careers Hub

In July 2019, Solihull Metropolitan Borough Council (SMBC) was awarded funding to set up a Careers Hub in Solihull. The Solihull Careers Hub is made up of twenty-four local schools and colleges and works closely with universities, training providers, cornerstone employers, local businesses, local enterprise advisor network and careers professionals, to create a collaborative network to share and focus on best practice through supporting the implementation of the Gatsby Benchmarks.

Schools and colleges within the Careers Hub can benefit from:

- a dedicated hub lead to help coordinate activity and build networks;
- access to bursaries for individual schools and colleges to train careers leaders (accredited);
- central hub fund equivalent to provide hub-wide and school specific activity;
- Increased access to their Enterprise Coordinator

<https://www.solihullforsuccess.com/Careers-Hub>