

# EBP South - Careers Statement of Service

## Mission Statement:

To inspire and prepare children, young people and young adults for the world of work.

## Vision:

To empower children, young people and young adults by equipping them with the tools required to make well informed, independent and positive choices for their future.

## Who we are:

EBP South are an education charity with over 20 years' experience of connecting businesses and schools/colleges/sixth forms. We provide established, high-quality programmes which inspire children, young people and young adults about future career options and help them on their journey to the world of work. We work across Hampshire and the surrounding areas.

By partnering with and utilising our business community to deliver engaging opportunities that seek to enable:

- Increased social mobility.
- Opportunities to challenge job role stereotypes.
- Greater awareness of industries and the labour market.
- Understanding of the future diversity needs of our workforce.

## Core Values and Organisational Behaviours:

- *Collaboration/Partnership*  
We work collaboratively in partnership with businesses, schools, colleges, sixth forms and other partners to inspire and prepare children, young people and young adults for the world of work.
- *Diversity, Equity & Inclusion*  
We encompass a philosophy and culture of acknowledging, supporting and accepting those of all racial, sexual, gender, religious and socio-economic backgrounds with the aim of uniting different backgrounds, beliefs and experiences in an environment where everyone feels valued and works together towards the greater good.
- *Impact, Innovation & Continuous Improvement*  
We take an evidence-based approach to our work, providing examples of its positive impact to our partners and stakeholders. Our product offer and education/business partnerships are constantly evolving. In our work we pioneer new approaches and learn from current practice to improve and develop our future offer.
- *Impartiality, Integrity and Student-Centredness*  
We are impartial and objective, taking a student and business-centred approach to all our work. Having delivered programmes for over 25 years we are a trusted partner that acts with integrity to develop trusted relationships at all levels. We empower children, young people and young adults by equipping them with the tools required to make well informed, independent and

positive choices for their future

- *Making a difference*  
Our charity is values-driven, directed by an ambition to make a positive difference for students from a variety of backgrounds, and businesses across a variety of sectors.
- *Stepping-up through teamwork*  
As a team, we support each other across all areas of our work, developing our collective expertise and knowledge, and we do what we say we will do.

## What is Careers?

It's about finding purpose, discovering what matters to you, your place in the world, the point of studying/working and getting up in the morning. Sometimes people think careers is just information about options and planning for the future. It's so much more. It can give hope, meaning, purpose, self-esteem and the ability to navigate the challenges of life.

**Liane Hambly - Creative Career Coaching**

**The Eight Gatsby Benchmarks are** [Good Career Guidance](#) | [Education](#) | [Gatsby](#):








1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

**CDI Career Development Framework** [New Career Development Framework \(thecd.net\)](#):

- Grow throughout life.
- Explore possibilities.
- Manage career.
- Create opportunities.
- Balance life and work.
- See the big picture.



## EBP Intended Outcomes:

EBP Intended Outcomes for Children, Young People & Young Adults.	Gatsby Benchmarks	CDI Career Development Framework
1. Children, young people & young adults will have an increased awareness of the wide range of job and career opportunities available to them.	Gatsby 2, 5, 6	
2. Children, young people & young adults will understand the requirements of career pathways including both employability skills and qualifications needed, resulting in better informed career planning.	Gatsby 1, 2, 3, 8	
3. Children, young people & young adults will be better prepared for the transition from education to employment and have a better understanding of the world of work.	Gatsby 1, 3, 4, 5, 6, 7	
4. Children, young people & young adults will have a better understanding of, and have developed skills valued by employers (employability skills) such as: <ul style="list-style-type: none"> <li>• Creative problem solving</li> <li>• Good work ethic</li> <li>• Entrepreneurial thinking</li> <li>• Verbal communication</li> <li>• Written communication</li> <li>• Resilience</li> <li>• Leadership</li> <li>• Teamwork</li> </ul>	Gatsby 3, 4, 5, 6	
5. Children, young people & young adults will recognise why it is important to do well at school and have an awareness of the link between attainment and future choice.	Gatsby 3, 4, 8	
6. Aspects of the curriculum and classroom learning will be contextualised to the world of work.	Gatsby 2, 4, 5, 6	
7. Children, young people and young adults will have developed greater self-awareness and understanding of their own strengths and motivation in relation to future careers.	Gatsby 1, 3, 4, 8	

## Learner Entitlement:

We offer children, young people and young adults, the opportunity for impartial and confidential careers education, information, advice and guidance (CEIAG) within the constraints of the service level agreement with each establishment.

The services we offer are designed to deliver opportunities for:

- Personal Guidance – CEIAG provision and Mentoring Programme.
- Industry and sector exploration – Business Speed Networking, Get Inspired Brand of Events and Inspiring STEM.
- Development of employability skills and self-awareness – Interview Ready, Employer Interviews and Who Dunit Experience.
- First-hand experience of workplaces – Work Experience and Supported Work Experience.
- Supporting schools with provider access – Careers Fairs, Apprenticeship Evenings and Virtual Webinars.
- Supporting students to understand the link between the subjects they study and how they are used in the workplace – Employer Engagement Project (EEP).

The aim of these service offerings is to support establishments with the provision of an impartial and stable careers programme. Delivering to our EBP Intended Outcomes, the Eight Gatsby Benchmarks and underpinning the CDI Career Development Framework.

Our partnerships with employers, further and higher education, apprenticeship and training providers, government agencies and other third parties (such as The Princes Trust, Enham Trust and The Hearn Foundation) enable us to provide a comprehensive programme of services that delivers on our mission.

## Careers Service Offer:

EBP South provide independent and impartial careers education, information, advice and guidance (CEIAG) that enables establishments to meet their statutory responsibility. We are committed to providing a high quality, flexible service that meets the needs of each establishment and its students. We are a Matrix Accredited organisation and also a CEC (Careers and Enterprise Company) approved provider of career services. There are three components to assuring the quality of CEIAG for children, young people and young adults in schools and colleges/sixth forms:

1. Firstly, quality standards for the school's, college's or sixth form's programme of CEIAG.
2. Secondly, a UK-wide quality standard for the providers of career education, information, advice and guidance services.
3. Thirdly, professional qualifications for career practitioners/advisers providing career guidance.

## Our careers service offer includes:

### Careers Information, Advice and Guidance (CIAG)



Gatsby Benchmarks: 1, 2, 3, 4, 8

#### *What do we offer?*

As part of our flexible approach, education establishments can choose to buy as many days of careers guidance time as they wish. Our Careers and Quality Senior Manager (who is also a qualified Level 6 careers practitioner) can provide advice and guidance on the number of days recommended, along with examples of good evidence based practice. EBP South will work with each establishment to determine the best use of the time to suit their student needs that will also meet national quality standards. We will make every effort to accommodate preferred dates for delivery. We are able to offer an in person option or a virtual method.

### *Types of IAG provided and how it is delivered?*

- 1 to 1 information, advice and guidance meetings in person or virtually.
- Group sessions – can be large or small and tailored to need/subject.
- Support with career events in the education setting. For example being available on career drop down days.
- Support establishment open days, enrolment, parent and option evenings.
- Support with destination tracking and data gathering.

We will complete/provide each student with a record of discussion and an action plan. Good practice is 5 x 45 to 60 mins guidance interviews per day. *Where a maximum of 8 shorter interviews (30 mins or less) are conducted only a generic record of discussion is issued and a personalised action plan will be completed/provided.*

### *Who delivers our service and what are the requirements of all professionals?*

The Career Practitioner team:

- Is led by the Senior Manager (SMT) for Careers & Quality and who is also a Level 6 qualified practitioner and on the professional register.
- As a minimum holders of the Level 6 qualification in Career Guidance and Development Diploma or are working towards the Level 6 qualification.
- Are expected to work to and uphold the CDI (Career Development Institute ) Code of Ethics.
- Are members of the CDI.
- Once qualified will be included on the CDI Professional Register. This means in addition completing a minimum of 25 hours of continuous professional development (CPD) and logging it on their CDI Member Portal. This is a mandatory requirement of the CDI.
- Are experienced in working with a wide range of education settings including SEND (Special Educational Needs and Disability) and PRU's (Pupil Referral Units).
- Are well informed about local and national opportunities which includes the labour market.
- Work closely with the rest of the EBP South team signposting the education setting to appropriate opportunities/services that may compliment or add extra value.
- Receive continuing professional development to ensure their skills and knowledge are up to date. This is a requirement of the professional register which is monitored by the CDI.
- Have access to high quality resources and also produce resources that can be utilised by the education setting.
- Meet with the Careers Lead/Co-Ordinator at the start of the year, to put together an action plan and review this at the end of the academic year. Reflection will be completed on what's been achieved, what worked well and will identify areas for future development by all parties.
- Ask students to complete an evaluation to measure impact about their guidance interview. EBP South will provide an infographic to show the results. For education settings where a minimum of 50 evaluations are completed across the year we can provide an individual infographic for that establishment rather than the generic one.

### *Key Performance Indicators*

1. Each career practitioner will meet with their school/college/sixth form Careers Lead or Co-ordinator to agree a set of annual objectives for the academic year. These could be ensuring that where practicable and if the school buy enough IAG days that every Year 11 will have been seen at least once by the time they finish their Pre 16 education. Example objectives can be shared and discussed with the Careers & Quality Manager for EBP South. Towards the end of the year

the action plan will be reviewed to look at achievements, what's worked well, and identify areas for future development. Both documents will be shared, checked and held by the Careers & Quality Senior Manager.

2. Each practitioner along with the schools/colleges/sixth forms support will aim to get 50 evaluations from students who have participated in guidance interviews over the academic year. This is undertaken for each school that the practitioner works in.
3. Impact and evaluation data (infographic) will be shared with the educational establishment. EBP South aim to achieve at least a:
  - 95% score for the question "During the career interview were you able to ask questions and discuss topics of choice?"
  - Score of 8 or above for the question "How useful was your career interview? (1 star = not useful at all - 10 stars = extremely useful)".

We will also analyse the individual qualitative responses and share improvements suggested by the students.

4. From an organisation point of view our IAG services will grow if we are doing things right and education establishments may choose to increase their IAG days – this is always subject to finances.
5. EBP South maintains and keeps its Matrix Accreditation.

## Work Experience (WEX)



Gatsby Benchmarks: 1, 3, 4, 5, 6

### *What do we offer?*

EBP South offers a range of work experience options. Every school has its own way of managing work experience but we have four main offers (see below). We work with a designated coordinator within an educational establishment to ensure that as many students as possible secure a placement of their choice.

### *Types of WEX provided and how each is delivered?*

- A fully managed work experience service which includes:
  - ❖ Securing placements and managing 'matching process' using an online system where students do not find their own.
  - ❖ Ensuring every student has an appropriate placement to go to.
  - ❖ Liaising with the employer regarding job description, insurances and risk assessments.
  - ❖ Visiting each placement every 1-4 years depending on level of risk and keeping records of all placement visits.
  - ❖ Advising and guiding employers and schools on work experience placement.
  - ❖ Carrying out 'DBS' checks if required.
  - ❖ Keeping in contact with employers.
  - ❖ Supporting schools with the preparation process and evaluating.
  - ❖ Following up with employers and schools.
  - ❖ Provide a student certificate on completion.
- A scaled back version of the above. The role we play is really to ensure that the school's liabilities for sending students out on work experience are reduced by having an 'expert provider' ensuring that paperwork and placement checks are undertaken.

- Supported Work Experience as part of an Alternative Curriculum. This programme is aimed at young people in Years 10 and 11, who require an alternative curriculum or are undertaking a vocational qualification and for whom experience of the workplace will help, re-engage, and compliment their learning at school. Schools identify individual students who will benefit from a longer-term placement with an employer, which is usually one day a week. Placements are set up for an initial six-week period with a view to continuing for the duration of the academic year
- Trauma Informed Mentoring and Support Programme – (TIMS). This programme is suitable for Years 7-11, who may be suffering with trauma and mental ill health and/or are displaying challenging behaviour which is acting as a barrier to their learning. Our 10-week supported intervention programme can help to provide the young person with an emotionally available adult who can relate to them with compassion and empathy and offer them the chance to reflect on the experiences that have caused them to become dysregulated and disengaged.

#### *Who delivers our service and what are the requirements of all professionals?*

Our work experience team:

- Is led by the Work Experience & Contracts Senior Manager (SMT) who holds the NEBOSH National General Certificate in Occupational Health and Safety and who is also our Data Protection Officer (DPO) and Designated Safeguarding Lead (DSL) for the organisation.
- Is made up of Project Co-ordinators and Project Assistants. All Project Co-ordinators have undergone and successfully completed the IOSH Health & Safety for Work Placement Personnel qualification. The Project Co-ordinator (Placement Checks) also holds the IOSH Managing Safely qualification.
- Includes staff who work on the Supported WEX. The team is led by a member of staff who also holds the Level 5 Diploma in Trauma and Mental Health Informed Schools and Communities (Practitioner Status) qualification.

#### *Key Performance Indicators*

1. 85% of students who actively engage in the work experience process will secure a confirmed placement.
2. 10% increase on the number of available placements each academic year.

## **Events and Work Related Learning (WRL)**

#### *What do we offer?*

EBP South organise a number of large scale events and offer work related learning for schools/colleges/sixth forms across Hampshire and the surrounding areas.

The aims are to:

- ❖ Inspire students through them participating in a range of interactive activities.
- ❖ Connect students to businesses and the world of work.
- ❖ Give them an opportunity to learn about and develop their employability skills.
- ❖ Learn about the range of career pathways available to them.

#### *Types of Events and WRL provided and how it is delivered?*

- Events – Get Inspired Portsmouth (GIP), Get Inspired Basingstoke & Test Valley (GIB & GITV), Get Inspired Southampton & New Forest (GIS & GINF), Solent and Basingstoke Primary School STEM Fairs and Inspiring STEM. The Get Inspired events are free for schools/colleges/sixth forms to

access and there is a small student charge for the Primary School STEM events and the Inspiring STEM.

- Business Speed Networking (BSN), Interview Ready/Interview Preparation (IR/IP) and Employer Interviews (EI). These sessions are delivered either in person or virtually in schools/colleges/sixth forms that select these as part of their service level agreement (SLA). These sessions are chargeable and will be delivered either in class groups or larger groups depending on the size of the cohort.
- Career Super Days. This day is made up of a number of workshops and designed to give students the chance to see and try out a broad range of career options/pathways. This programme can be tailored to suit the schools request and is chargeable. This day is delivered in person.
- Who Dunit! This is a fun challenge that will introduce students to the main 8 employability skills and give them a chance to test them out. For example communication, team work, resilience or problem solving. By testing these skills and qualities this will prepare them for the rest of their school years and working life. This day is delivered in person.
- In addition we organise an annual Careers Conference for Career Professionals (Career Practitioners; Career Leads; Teachers; Senior Leadership Teams; Enterprise Advisers) and anyone interested in preparing children, young people and young adults for work and careers. The careers conference is a one-day CPD event designed to give insight into business, industry and how the world of work is changing. This year's theme is The Future of Careers in an Advancing World. A wide range of speakers and seminars are available on the day, with business leaders from across Hampshire bringing real world examples of how things are changing and what Careers Professionals need to be aware of. For example:
  - ❖ What jobs will no longer exist?
  - ❖ What skills will young people need to develop for emerging jobs?
  - ❖ What gaps will be left by the ageing population and what opportunities will it create?
  - ❖ As part of a sustainable lifestyle and forging "a positive career" will we start to measure success on what we give back and our place in society rather than the assets companies and individuals have?

*Who delivers our service and what are the requirements of all professionals?*

All of our events and work related learning are facilitated by EBP Staff with Business Volunteers from a range of different industries and sectors.

Our events team:

- Is led by the Events and Marketing Manager who has a high level of experience within the events sector. They also have practised as a commercial manager for an FE College and they've worked as a senior events manager on Rock Challenge.
- Has 4 Project Co-ordinators who work on the large events and also the work related learning in schools/colleges/sixth form. 2 of the team along with the manager are also part of the Business Development Team which is also responsible for bringing in sponsorship and grant funding.



### Key Performance Indicators

Get Inspired Events:



Gatsby Benchmarks: 1, 2, 3, 4, 5, 6, 7, 8

Increase student and employer participation by 5% on previous year.

1. 80% of student respondents will say that they had learnt about job types or careers that they didn't know about before the event.
2. 45% of student respondents will say that following the event they had been inspired to work in the geographical area highlighted. For example, Get Inspired Portsmouth or Basingstoke or Southampton & The New Forest.
3. 90% of employer respondents will say that at the event they were given the opportunity to inform young people about their organisation or area of work and promote the range of opportunities within it.
4. 90% of employer respondents will say that they would recommend others participate in this type of event/activity.

Business Speed Networking (BSN):



Gatsby Benchmarks: 1, 2, 3, 4, 5, 6, 8

1. 85% of student respondents will say they have a better understanding of how workplaces are structured and the different roles people have.

Interview Ready/Interview Preparation (IR/IP):



Gatsby Benchmarks: 1, 3, 4, 5, 6, 8

1. 85% of students will say they understand what employability skills are and why they need them.
2. 85% of students will say they have a better understanding of how to present themselves at an interview or assessment centre to increase their chances of success.

Employer Interviews (EI):



Gatsby Benchmarks: 1, 3, 4, 5, 8

1. 85% of student respondents will say they will now be more confident presenting themselves in a job, college, apprenticeship or university interview.

Careers Super Day (CSD):



Gatsby Benchmarks: 1, 3, 4, 5, 8

1. 80% of students will say they've learnt about job types or careers that they didn't know about before today.
2. 90% of students will say they've had an opportunity today to work on their teambuilding and decision making skills.

Who Dunit! (WDI):



Gatsby Benchmarks: 1, 3, 4, 5, 8

1. 60% of students will say their communication skills and ability to work with others has improved.

- 75% of students will say they have a better understanding of how to present things to others and feel more confident.

## Mentoring



Gatsby Benchmarks: 1, 2, 3, 4, 5

### *What do we offer?*

EBP South has a costed in-person Mentoring Programme for schools, colleges and sixth forms. There is huge value in 1 to 1 mentoring and the support a business mentor can bring to a student who:

- May be struggling with confidence.
- Doesn't have a support network at home.
- Is struggling to focus.
- Doesn't understand the importance of school and are disengaged with education.

Mentoring helps students grow their confidence, engages them in their future planning, develops their employability skills and increases their resilience.

### *Type of mentoring provided and how it is delivered?*

We provide in person and where requested virtual (in agreement with the education establishment) 1 to 1 mentoring to Year 10 and 11 students in schools. Mentoring is delivered over an academic year and involves meeting once a week or once a fortnight for a timed session between 40 to 60 minutes.

### *Who delivers our service and what are the requirements of all professionals?*

- The service is facilitated and managed by our EBP South Mentoring Project Co-ordinator who is currently undertaking the Level 4 Career Information and Advice Diploma.
- EBP South also provides support around the selection, training, vetting of mentors (DBS screening) plus measures the outcomes of the programme on both mentors/mentees and provides an impact report. The training aspect is delivered by our Business Relationship & Training Manager.
- Our Careers and Quality Senior Manager oversees the programme and line manages the Mentoring Project Co-ordinator.
- Each mentoring session is overseen by a nominated staff member within the school. Each establishment provides a confidential space and ensures that Safeguarding and Data Protection Protocols are adhered to by all parties.
- The educational establishment nominate students for the programme and consent to participate is secured from the student and parents/carers.
- Students and business mentors participate in a matching session.

### *Key Performance Indicators*

To see a % increase in a mentees:

1. Confidence and self-esteem.
2. Motivation and engagement.
3. Resilience.

## Employer Engagement Project (EEP)



Gatsby Benchmarks: 2, 3, 4, 5, 6

### *What do we offer?*

EBP South deliver the Employer Engagement Project (EEP) which is fully funded by The Hearn Foundation. It provides businesses with the opportunity to link with local schools, colleges and sixth forms, supporting the curriculum and raising awareness of job roles in their industry.

The aim of the Employer Engagement Project is for students to be able to understand how what they learn in the classroom is relevant to the world of work, helping to engage and focus them on their curriculum subjects. This project is delivered to schools, colleges and sixth forms (Year 9 to Year 13):

- Is designed to dovetail into subject content to enrich, update, engage and make students understand the relevance of what they are learning in their lessons to the jobs market.
- Makes it easy for employers to engage with students in a way that allows them to support the curriculum without it being onerous for busy Heads of Subjects.
- Helps schools, colleges and sixth forms meet the new OFSTED Framework where personal development now has a larger weighting.
- Helps schools, colleges and sixth forms meet Gatsby Benchmarks 2, 3, 4, 5 & 6.
- Links to the new CDI Career Development Framework.

### *Types of EEP provided and how it is delivered?*

We have a range of employers who have prepared a session that links their world of work to specific aspects of the Design and Technology, English, Maths, Modern Foreign Languages and Science Curriculums. For example how algebra and equations are used by a Gene Therapy Scientist working for the Pall Corporation.

We have a catalogue of sessions that can be offered to schools, colleges and sixth forms [EEP Leaflet - Schools.pdf](#). All sessions are free and there is no cost involved. It is fully funded by The Hearn Foundation. Sessions can be delivered in person or virtually.

Each session will normally last about 50-60 minutes allowing for class set-up, pre and post-session evaluation forms. All sessions will include an introduction, Q & A about the company, roles, pathways & the 'Employable Me' skills needed. The session then covers specific aspects of the curriculum (e.g. algebra and equations, persuasive writing techniques).

### *Who delivers our service and what are the requirements of all professionals?*

The EEP Team is made up of:

- Two external consultants – one is a semi-retired teacher and the other a director of a local former manufacturing company.
- The Careers and Quality Senior Manager for EBP South who is also a qualified Careers Practitioner.
- Two Project Co-ordinators for EBP South – one of whom is currently undertaking the Level 4 Career Information and Advice Diploma and the other a science graduate and L3 qualified teaching support assistant.
- Each session will be facilitated by either of the two project co-ordinators or external consultants; main delivery of the session will be with the business volunteer and the class teacher of the curriculum subject.

### *Key Performance Indicators*

1. To have delivered a range of sessions to 5000 students by 31/10/23.
2. To see a % increase in Pre and Post Evaluation Data referenced to the question “ I feel confident in using (insert subject).”
3. To see a % increase in Pre and Post Evaluation Data referenced to the question “I understand the relevance of (insert subject) and how it can be used in the workplace.”
4. To see a % increase in Pre and Post Evaluation Data referenced to the question “I am aware of the employability skills that employers look for (tick all that apply).”
5. Based on the result of the above, achieve extension funding so the project can continue for at least another two years till October 2025.

Exact changes in % are recorded in the EEP data summary sheet. All infographics, data summary sheet and a quarterly report are shared with the trustees of The Hearn Foundation.

## **Structure, Governance, Management and Delivery**

At EBP South we believe it takes the whole organisation to effectively execute our CEIAG strategy and 3 Year Goal Directed Plan. Everyone has a responsibility to play their part and to be accountable.

### **Board of Trustee Directors:**

- The Board of Trustees Directors includes representation from business, education, and public sectors. The aim of the Board is to ensure good representation of these sectors, whose views are fundamental to the direction and activity of EBP South together with the right blend of skills appropriate for the strategic management of the charitable company. Trustee directors are recruited from organisations that support our key stakeholders including schools, colleges, universities, local businesses, and local authorities and represent the geographic coverage of EBP South.
- Trustee Directors are responsible for:
  - Setting and reviewing strategic direction.
  - Contributing to and approving the 3 year goal directed plan.
  - Reviewing all policies. These are reviewed on a 3-year rolling programme.
  - Approving budgets and financial monitoring (financial reports are received at each meeting).
  - Overseeing health & safety and safeguarding (reports provided at each meeting).
  - Appointing and appraising the Chief Executive.

Managers’ report to and attend Board meetings every two months.

### **Organisational structure:**

Day to day responsibility for the running of EBP South is delegated to the Chief Executive (CEO Richard Kennett) who is supported by two senior managers (SMT – Eleanor Cameron and Ian Saynor).

At the next level there are two managers (Sammy Ward – Events & Marketing Manager and Rachel Parker – Business Relationship & Training Manager) and an Executive Assistant (EA – Donna Nelson). With the exception of the Business Relationship & Training Manager, all have line management responsibilities detailed in the table on Page 13.

Board of Trustee Directors				
Richard Kennett Chief Executive (CEO)				
Eleanor Cameron - Careers & Quality Senior Manager	Ian Saynor - Contracts & Work Experience Senior Manager	Donna Nelson - Executive Officer	Sammy Ward - Events & Marketing Manager	Rachel Parker - Business Relationship & Training Manager
Adam Bunting (CP)	Aidan Jones (PA WEX)	Karen Flynn (PA Finance & Administration)	Jaxx Jones (PCO Events)	
Clare Jesson (ICP)	Angela Cowey (PA EWEX)		Jen Laidlaw (PCO Events & EEP)	
Emma Bagnall (CP)	Charlotte Suddick (PA WEX)		Sam Broad (PCO Events)	
Gita Jaworek (CP)	Ellie Coote (PA WEX)		Sammie Mortimer (PCO Events)	
Grace Wiley (CP)	Joanna Hackett (PA WEX)		PCO Events = Project Coordinator Events	
Gwen Provost (CP)	Kerry Murcott (PC WEX)		PCO Events & EEP = Project Coordinator Events & Employer Engagement Project	
Ian Champney (CP)	Kim Bush (PA WEX)			
Jan May (CP)	Mandi Linehan (PC - EWEX)			
Jane Harris (PCO EEP & Mentoring)	Matthew Barnard (PC - WEX)			
Julia Gerathy (CP)	Rachel Hernandez (PA WEX)			
Linda Corry (CP)	Sophia Howe (PC EWEX)			
Michael Stockwell (CP)	PA WEX = Project Assistant WEX			
Phil Horn (CP)	PC WEX = Project Coordinator WEX			
Sarah Kingsbury (CP)	PA EWEX = Project Assistant Extended WEX			
Sarah Singlehurst (CP)	PC EWEX = Project Coordinator Extended WEX			
Sarita Khosla-Malhotra (CP)				
Stacey Edmonds (CP)				
Sue Holly (CP)				
Tracy Bailey (CP)				
CP = Career Practitioner Team				

How and who delivers our services within EBP is detailed above on Pages 4 to 12. The information also lists whether specific qualifications are required for the specific job role.

## Staff Development

EBP South believes that continuing professional development (CPD) of employees should be an integral part of the organisation's strategic planning so that employees can perform their individual jobs effectively and, in doing so, ensure that EBP South provides the highest standard of service.

EBP South recognise that one of our key strengths is our employees. A flexible, innovative and creative team is critical to the delivery of our work. EBP South encourage new ideas, innovation and new ways of working amongst our workforce and have a strong commitment to CPD to develop the skills and knowledge within the team. All staff who work for EBP South are expected to contribute to the overall Careers CEIAG agenda. Everyone has something to bring to the table which shapes the services we offer to our stakeholders. We use feedback to gauge the level of staff understanding and confidence in delivering our services.

Our aim is to provide an environment where CPD can take place and where employees are supported and enabled to meet the changing demands and priorities of EBP South and our schools, young people and businesses.

For the full policy please see [4.1 CPD Policy review July 2024.docx](#) which sets out the processes that are in place to support the CPD of all employees.

All staff receive training and updates on Matrix, The Gatsby Benchmarks, CDI Career Development Framework, Evaluation Toolkit which includes our Quality Assurance Process as part of their induction, during the 3 EBP Team Away Days and additional CPD days organised within individual teams across each year. Documents are regularly reviewed and updated and all staff made aware of changes and where the document is stored for easy access - SharePoint. A culture of exploration and ownership is encouraged.

Currently EBP has 3 all staff away days during an academic year (Sept, Dec and April). During each day the team go off site and will focus on key areas/themes for that day. So for example in Sept annual Safeguarding Training will be completed. In addition other topics will be included that have come from the different team members. For example in Dec 22, Cyber Security training was asked for and delivered to help our staff understand things to look out for when working with clients in school. Aspects covered included the law, GDPR, online safety, slang words/terminology to look out for. At each of these days, the CEO and SMT will give an overview of the organisation which includes whether targets are being met, is the business in a good financial position, what's working well and where improvements need to be made. Each day is different and will involve contributions from different team members.

The Career Practitioner Team also have an additional 5 days of CPD which happens throughout an academic year. This has been developed and introduced as it benefits the team by:

- Helping them stay up to date on a range of career related themes.
- Gives opportunities to share best evidence based practice.
- Gives opportunities for reflection and development.

All CPD is recorded on either:

- Career Practitioners – CDI Electronic Portal on the CDI Website.
- All other staff members – an electronic document has been put together by the Careers & Quality Senior Manager which has identical headings to the ones the Career Practitioners used. This document has been shared and all staff encouraged to complete and should be reviewed as part of supervision, 6 monthly reviews and the annual appraisal.
- For those undergoing training for example L4 or L6 careers training, usually there is a reflective diary and also a CPD log to be completed for their assessor too.

## **Monitoring, Review and Evaluation**

### **Quality Assurance and Continual Improvement process:**

We:

- Are externally assessed by Matrix and hold the Matrix Standard, awarded in June 2013 (renewed June 2016, June 2019 and June 2022).
- Have robust quality assurance processes in place which are detailed in our Evaluation Toolkit.

- To help the quality assurance process flow and ensure we formally complete all steps, we complete and use a review and improvement action plan. SMT and managers meet bi-annually to review these documents and then implement agreed changes. This process is minuted and then fed back to the wider team as part of our EBP Away Days and Goal Directed Plan.
- Map everything we deliver against The Eight Gatsby Benchmarks, The CDI Development Skills Framework and also EBP Intended Outcomes.
- Provide regular CPD for all our staff. Please refer to Staff Development on Page 13 & 14.
- Work with other organisations to share best practice; we are part of the Hampshire Careers Partnership which includes the local LEPs (Local Enterprise Partnerships) and we work on Careers Groups across Southampton, Portsmouth and Sussex.
- Organise an annual careers CPD conference for Career Professionals.
- Are a recognised “approved provider” by the Careers and Enterprise Company (CEC).
- Review our Career Service Offering bi-annually (End of July/August and in January/February).

### **Evaluation toolkit:**

This toolkit:

- Provides a framework for the evaluation of services to ensure a consistent and credible approach to **impact evaluation** of careers guidance, work experience, mentoring and other services offered.
- Ensures that evaluation focusses on the difference that taking part in programmes has had on the thinking and behaviour of young people (**impact**).
- Shows the impact and is cross referenced against the Gatsby Benchmarks and the CDI Career Development Framework which in turn helps schools show how they are meeting the standards under Ofsted and The Careers Guidance Strategy January 2023 Version 3.
- Ensures that each service/event has a specific set of quantitative and qualitative questions that are asked.
- Is reviewed annually and updated by the quality group (includes SMT and managers). This process ensures that the right questions are being asked and used.

## **Stakeholders**

### **Education establishments and student:**

We will engage directly with all stakeholders to ensure that we are meeting their individual needs. We recognise that each stakeholder is unique and will be starting from a different point. We seek feedback from students, parents, employers and staff to inform our Career Services.

### **Parents and carers:**

We recognise the important role parents and carers have in their child’s, young person’s or young adult’s career development and will supply them with relevant information to support careers conversations - through access to EBP’s web based platform, providing opportunities to talk to employers, training providers and further/higher education establishments and through the provision of careers-related information on our website and in person.

### **Business Volunteers and Education Providers:**

Our careers service offers are based on current labour market information; we engage extensively with local and national employers, our business community and volunteers together with education and training providers. EBP South and it’s SMT also sit on a range of career related groups (both at a strategic and operational level). For example we are part of the Hampshire Careers Partnership,

attend regular network meetings as part of the Solent and EM3 LEP Career Hubs and Portsmouth & District Business Strategy Group. We are also a Careers and Enterprise Company (CEC) approved provider of career services.

Our Board of Trustees is a representative group of employers, leaders within the business community, education providers, other agencies (for example non-ministerial government departments or not-for-profit organisations) from across Hampshire.

## Safeguarding

We recognise that the welfare of the child/young person/young adult is paramount. All children, young people or young adults regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse. Working in partnership with children, young people, young adults their parents, carers and their agencies is essential in promoting young people's welfare.

We will seek to safeguard children and young people by:

- Valuing, listening to and respecting them.
- Adopting Safeguarding Children guidelines through procedures and a code of conduct for staff and volunteers.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Sharing information about Safeguarding Children and good practice with children, young people, young adults, parents, staff and volunteers.
- Sharing information about concerns with the school or other relevant agencies as appropriate.
- Providing effective management for staff and volunteers through supervision, support and training.

The purpose of this policy statement is:

- To protect, children, young people and young adults who receive EBP South services from harm.
- To provide staff and volunteers with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of EBP South, including Senior Managers and the Board of Trustees, paid staff, volunteers, sessional workers, agency staff and students. This policy has been drawn up based on legislation, policy and guidance that seeks to protect children in the UK.

For the full policy please see [2.2 Safeguarding Policy to be reviewed November 2023.pdf](#)

## Equality and Diversity, Equity and Inclusion

### Equality and Diversity:

EBP South's Equality and Diversity policy demonstrates our commitment to the values of the Equality Act 2010 which provides a single overriding legal framework to replace all of the different equality laws. It is EBP South's policy to treat people equally, irrespective of:

- Age
- Disability
- Race
- Sex
- Marital or civil partnership
- Pregnancy, maternity, or paternity



- Religion or belief
- Sexual orientation
- Gender Reassignment

Equality and Diversity is more than just meeting legal obligations. It is about making a positive difference to the lives of the people we serve, treating all people with dignity and respect and recognising the value of each individual as a unique member of the community. EBP South is committed to advancing equality of opportunity for all and promoting positive role models for young people across all sections of society.

EBP South's Equality and Diversity policy addresses our legal duties and responsibilities to equality and diversity. The aim of EBP South's Equality and Diversity policy is to eliminate and ideally prevent, all forms of unfair discrimination that might occur within our organisation or through the services we provide.

### **Equity and Inclusion:**

EBP South encompasses a philosophy and culture of acknowledging, supporting and accepting those of all racial, sexual, gender, religious and socio-economic backgrounds with the aim of uniting different backgrounds, beliefs and experiences in an environment where everyone feels valued and works together towards the greater good.

As such EBP South recognises that we live in a disproportionate society and equity seeks to correct the imbalance by creating more opportunities for individuals who have historically had less access.

EBP South will continuously strive to:

- Develop an awareness of equality and diversity issues amongst all stakeholders.
- Encourage conscious inclusion and other behaviours that promote equity.
- Eliminate discriminatory practices, ensuring equitable treatment within EBP South and responding promptly to any concerns regarding inequitable behaviour.
- Monitor equality and diversity and deal with any concerns that arise in a timely manner.
- Comply with all general and specific duties set down by the public sector equality duty.
- Consistently display inclusive behaviours valuing all perspectives and listening to diverse points of view.
- Role model inclusive and respectful behaviours in the work environment and all work -related activities.

For the full policy please see [2.3 Equality and Diversity Policy review March 2024.docx](#)

## **Data Protection**

In order for EBP South to carry out its work, we need to collect and use certain types of information about the Individuals or Service Users who come into contact with us. EBP South regards the lawful and correct treatment of personal information as very important to successful working, and to maintaining the confidence of those with whom we deal with. EBP South intends to ensure that personal information is treated lawfully and correctly. This personal information must be collected and dealt with appropriately whether it is collected on paper, stored in a computer database, or recorded on other material. To this end, EBP South will adhere to the Principles of Data Protection, as detailed in the Data Protection Act 2018.

For the full policy please see [2.8 Data Protection Policy to be reviewed November 2024.doc](#)

**Approved by the SMT:** April 2023

**Next review of Careers Statement of Service:** Sept 2023

**Responsible Person(s):**

Careers & Quality Senior Manager: Eleanor Cameron

**Written & Developed By:**

Careers & Quality Senior Manager: Eleanor Cameron

Marketing & Events Manager: Sammy Ward

Careers Practitioner: Emma Bagnall

**Date:** February - April 2023

**Cycle:** Bi-Annual