

# London Careers Hubs: project requirements

## Key information

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## 1. Project requirements

### 1.1 Project overview

The Mayor's London Careers Programme is central to achieving the ambition that all young people can contribute to, and benefit from, the capital's prosperity. Its core purpose is to ensure that every young Londoner has access to high-quality, employer-led careers provision and can benefit from London's labour market, good work and growth. The GLA wants young people to understand the skills and employment opportunities available to them, the advantages of pursuing the different pathways and the steps needed to succeed.

Using funding from the [Careers and Enterprise Company \(CEC\)](#), alongside GLA match funding, the programme will support the delivery of four sub-regional Careers Hubs. These project requirements will build on the CEC's national careers hub model and the successes of the current four London Careers Hubs' work over the past four years, ensuring the programme continues to meet the needs of Londoners.

London Careers Hubs will work with all eligible secondary and post-16 education institutions to improve careers provision, including supporting progress toward achievement of the eight [Gatsby Benchmarks \(GBMs\)](#). London's Careers Programme also aims to improve social mobility, widen access to opportunities for young people experiencing disadvantage, and prioritise support for young people at risk of being not in education, employment or training (NEET) as they move from education into the labour market.

Key to the success of the careers programme is the development of strong relationships with employers and stakeholders across London's priority sectors. This helps to build a more integrated, employer-led education and skills system. London Careers Hubs will engage employers, including small and medium-sized enterprises (SMEs), to collaborate with London's education institutions. This will improve alignment of education and training provision with London's economic needs, ensure employers' skills requirements are met, and equip young people for the world of work.

To achieve this, London Careers Hubs will support employers and education institutions to improve careers provision that gives young people access to London labour market information, workplace-relevant skills development, and meaningful insights of employment opportunities and experiences of work environments.

While all employers should be encouraged to participate, there will be a particular focus on engaging employers from London's key sectors to strengthen understanding of sector-specific roles and skills. [Reference:1](#)

London key sectors currently include:

- financial, professional and business services and technology
- creative industries and technologies, including e-sports
- digital
- experience economy – culture, leisure, hospitality, retail and events
- life sciences as part of frontier innovation
- construction, including green.

### **1.1.1 Delivery period**

Two academic years, from 1 September 2026 to 31 August 2028.

The GLA may extend the delivery period for up to an additional four years. Any extension will be determined each year and subject to available funding.

## 1.1.2 Target groups

The primary target groups are:

- All London’s state-funded secondary schools, alternative provision, sixth form provision, further education colleges and special schools.
- London-based employers, including small and medium enterprises (SMEs), particularly those in London’s priority sectors.

## 1.1.3 Funding available

The estimated total grant funding for the first two years of this programme is set out below and in the appendices. [Reference:2](#)

Funding levels are aligned to the number of eligible education institutions in each sub-region.

Funding cannot be confirmed for the 2026-27 academic year or any consecutive years at this stage. CEC funding is confirmed in May or June each year.

Table 1.1 - Funding per Grant Package Area (GPA)

	<b>Estimated funding</b>	<b>Number of eligible institutions</b>
<b>Central project</b>	£2,330,986	240
<b>East project</b>	£2,116,715	230
<b>South project</b>	£1,128,043	105
<b>West project</b>	£1,762,937	189

Any funding associated with extended delivery would be additional to the total grant values set out below. Funding allocated may vary depending on the resources available to the GLA and resources provided by the CEC.

The grant agreement will include annual break clauses and funding only confirmed if available (including in the first year of the project). Break clauses will be exercised in the event of an unexpected reduction or non-renewal of funding, or poor performance. The GLA will maintain close communication with London’s Careers Hubs to ensure Hubs are informed of the funding position well in advance of each year’s confirmation.

## 1.1.4 Key results

- All London’s education institutions are part of a Careers Hub and provide high quality careers provision underpinned by achievement of the eight Gatsby Benchmarks.
- All young Londoners are:
  - aware of different progression and learning pathways and employment opportunities
  - supported with meaningful work experience, and

- equipped to progress to a sustained education, employment or training destination.
- London employers are supported to conduct meaningful and impactful careers outreach that supports student understanding of the workplace and skills development to ready them for employment.
- London, sub-regional and local partners and stakeholders are supported to engage in a coherent and coordinated careers offer.

## 1.2 Background

Between 2016 and 2021, the GLA delivered the London Enterprise Adviser Network (LEAN), co-funded by the CEC. During this period, the LEAN programme engaged 540 schools and colleges, recruited over 600 Enterprise Advisers (employer volunteers) from more than 370 employers, and supported 243 Careers Leaders with training.

The LEAN matched Enterprise Advisers with education institution Careers Leaders to develop inclusive careers strategies. An interim evaluation of the LEAN in 2020 showed it supported a rapid expansion and improvement of education institution achievement of the Gatsby Benchmarks (GBMs) in London. GBMs define what high-quality careers provision looks like in secondary and post-16 settings and the standards have been adopted as part of the [government's statutory guidance for schools](#). The GBMs provide the quality standards for education institutions that is built into the curriculum, involves regular engagement with employers and is supported by use of Labour Market Information.

Institutions that meet the GBMs perform better at supporting students into post-16 and post-18 pathways, resulting in fewer young people who are not in education, employment or training (NEET). The CEC's '[Ready for the Future report](#)' (2022) found that each additional GBM achieved reduces the likelihood of a young person becoming NEET by 1.1 per cent. This impact is twice as strong in education institutions with the highest levels of economic disadvantage, as indicated by free school meal eligibility. The CEC estimates that, if all schools achieved all benchmarks, the resulting improvement in careers guidance could deliver £150 million in annual fiscal savings due to reduced lifetime NEET costs.

London's four sub-regional Careers Hubs were established in 2021. These built on the foundation provided by the LEAN to foster local connections. Careers Hubs have strengthened and delivered greater connection with strategic stakeholders including the GLA priorities, sub-regional partnerships and local authorities. Careers Hubs have the addition of a Strategic Hub Lead, to connect to local strategic decision makers. The role that employers play has also been strengthened with employers providing insights and support to achieve the Careers Hub objectives.

Currently, 723 of London's 764 education institutions are part of a London Careers Hub, representing over 620,000 students.

London's Careers Hubs have worked directly with education institutions to drive up achievement of the GBMs. London's progress towards achievement of all eight GBMs was faster than the national average. London had increased from 54.4 per cent average achievement (of all eight GBMs) to 70.9 per cent between 2023 and 2025. National average scores for the same period increased from 54.4 per cent to 64.7 per cent.

Following the 10-year review of the GBMs, launched in November 2024, education institutions are required to evaluate their performance against updated criteria. The clarifications to the eight GBMs has resulted in a decline in achievement nationally. The revised performance data (data report for Term 1 25/26) shows that

London continues to perform very well and is exceeding the national average performance across all GBMs.

Table 1.2 - Benchmark Performance

Achievement	GBM1	GBM2	GBM3	GBM4	GBM5	GBM6	GBM7	GBM8
<b>Achieved</b>	40.74%	28.28%	30.64%	34.01%	63.64%	37.88%	23.06%	61.95%
<b>In progress</b>	59.26%	71.72%	69.36%	65.32%	35.86%	61.28%	76.60%	37.54%
<b>Not achieved</b>	0%	0%	0%	0.67%	0.51%	0.84%	0.34%	0.51%
<b>National average</b>	32.4%	21.9%	19.2%	26.6%	54.6%	31.1%	22.7%	59.8%
<b>Benchmark quartile score</b>	2	2	1	2	2	2	3	2

Five years on, the London Careers Hubs have adopted a developmental approach aimed at strengthening maturity across the network. This includes promoting greater collaboration between education institutions and deepening engagement with Senior Leadership Teams (SLTs) to review the impact of education institutions' careers provision.

In 2025-26, London Careers Hubs had a focus on supporting education institutions to ensure schools could meet the [government's 'Career guidance and access for education and training providers'](#) that each student receives a minimum of two weeks' worth of work experience during their time in education. The CEC has launched the [equalex framework](#) to support education institutions to deliver a modern and progressive work experience programme, with multiple experiences across students in key stages 3-5.

In 2025 the GLA was successful in securing £200,000 additional funding from the CEC to provide quality work experience opportunities to young people with Special Education Needs and Disabilities (SEND) but without an Education, Health and Care Plan (EHCP).

London Careers Hubs will be working alongside the delivery partner Sculpt to engage priority education institutions to take part. Sculpt will deliver and evaluate the programme over three years and support 375 students to receive work experience. This project will also inform how students with disadvantage can be supported with work experience and provide learning and good practice for London's Careers Programme.

London's young people are the least likely in England to progress into an apprenticeship. Moreover, the DfE's successful [Apprenticeship Support and Knowledge \(ASK\)](#) programme, which promoted apprenticeships and T Levels to young people, stopped at the end of 2024-25 academic year. The GLA replaced ASK with an Apprenticeships, Information, and Meaningful Encounters (AIM) programme in 2025-26 to ensure progress could be continued to promote and support progression to technical, vocational and apprenticeship progression pathways.

The GLA is actively engaging Independent Training Providers (ITPs) through a growing ITP community of practice. We are trialling different interventions with ITPs and employers to reach students and parents who would benefit from better understanding of apprenticeship, technical and vocational pathways. This work is also engaging ITPs to support their learners through implementing the GBM quality standards.

A key focus of London Careers Hubs is to build strong links between London's employers and schools and colleges. This is achieved in part by providing each education institution with employer volunteers called [Enterprise Advisers \(EAs\)](#) who help build capacity in education institutions and provide employer perspective in the development of careers provision. EAs can be matched with one school or provide support across many,

depending on their expertise and what they can offer to schools.

London Careers Hubs also work with Cornerstone Employers, who support the development of best practice in working with education institutions and students, and advocate this through their employer networks. Cornerstones provide the employer voice and leadership and work nationally, with other Cornerstones, on shared careers-related priorities.

Careers Hubs operate in a fast-paced policy environment, shaped by evolving priorities from the Government, CEC and the Mayor of London. Careers Hubs need to remain responsive to policy changes communicated by the GLA. Hubs must also be adaptable to changing requirements from key stakeholders, including sub-regional partnerships (SRPs) and stakeholders (this is covered further in Section 7 – Project Specific Partnership Working).

## 1.3 Objectives

### Continuous improvement in delivery high quality careers provision

- Raise the quality of careers provision in all London’s secondary and post-16 education institutions, improving year on year achievement against the GBMs and maintaining London’s position above the national average.
- Support education institutions to comply with Department for Education (DfE) statutory guidance [‘Careers guidance and access for education and training providers’](#).
- Engage with Senior Leadership Teams in education institutions to deliver quality assurance and continuous review of their careers provision through institution uptake of the tools and processes including: [Careers Impact System](#); [Careers Impact internal leadership](#) and student [Future Skills Questionnaire \(FSQ\)](#), and facilitate collaboration across institutions to share good practice.
- Continue to support teacher experiences of the work place through [Teacher Encounters](#) to better equip teachers to understand current workplace experience, skills needs and deliver relevant curriculum.

### Accessing high-quality experiences of the workplace

- Support education institutions to deliver a progressive work experience programme, with multiple student experiences from across key stages 3-5 - promoting and developing the [equalex framework](#) with institutions, employers, partners and stakeholders, resulting in all institutions achieving GBM6.
- Deliver additional support to Alternative Provision settings to increase work experience provision offered to students most at risk of NEET.

### Boosting apprenticeships, technical and vocational pathways

- Work with the GLA and stakeholders to amplify apprenticeships and technical and vocational routes to encourage greater take up of apprenticeships.
- Increasing young people’s encounters with a range of education providers, including FE colleges and Independent Training Providers (ITPs) to improve understanding and access to apprenticeship, technical and vocational pathways and increasing achievement of GBM7 - including by ensuring compliance with the [Provider Access Legislation \(PAL\)](#).

## Engaging with employers

- Work with cornerstone employers and employer networks to increase the number of employers engaging with careers provision, specifically targeting London's priority sector needs, and encourage employer completion of the [CEC's Employer Standards](#) framework, designed to raise the quality of business-led outreach to education.
- Provide support to employers, with a particular focus on SMEs, to increase the number of engagements with students and employers able to provide modern and progressive work experience.
- Grow the employer volunteer network, managing and maintaining relationships for volunteer business [Enterprise Advisers \(EAs\)](#) to work with education institutions.

## Working with stakeholders

- To align Careers Hub Delivery Plans with the [GLA Inclusive Talent Strategy](#), the pan-London skills strategy, instrumental in delivery of the [London Growth plan](#).
- Connect careers provision in schools and colleges to the London Skills Improvement Plans (LSIPs), sub-regional priorities and with other stakeholders.

## Social justice

A focus on tackling disadvantage and inequality is expected to be woven through all aspects of this programme. London Careers Hub resources should be prioritised to support institutions and students most in need. This includes students with SEND, institutions with high numbers of students with free school meals, disabled young people and those with gender or ethnicity disadvantage or underrepresentation.

### 1.4 Eligibility and target groups

London Careers Hubs will support eligible London based employers and education institutions. [Reference:3](#)

These are:

- employers including micro and SMEs
- state-funded secondary schools
- Further Education (FE) and sixth form colleges
- alternative provision institutions
- state funded special schools.

While the main work of the Hub is to work with education institutions, employers and other stakeholders, there may be occasions where activity includes young people, where appropriate and consistent with its overall remit.

### 1.5 Equalities

A key focus of the Hub work is to address disadvantage among young people in their progression outcomes post education. Hubs must comply with the social justice commitment.

London's Careers Programme will support young people and institutions facing disadvantage. This is a key consideration in the use of all London Careers Hub resources. There is an expectation that annual Hub Delivery Plans will describe how those facing the greatest disadvantage will be supported through Hub resources. This might involve optimising outcomes for students receiving free school meals, young people facing the greatest barriers - including those with SEND and students attending alternative provision settings, and students at risk of becoming NEET. Early interventions by schools, from year seven onwards, are likely to be important in this regard.

The CEC is developing work to support a Risk of NEET Indicator (RONI) approach in schools, through a Track+ system. This work compliments the RONI approach in local authorities and the intention is to ensure that the processes align. A RONI approach can also help to sustain young people in education and training in years 12 and 13.

Understanding student needs and individual risk factors enables support to be tailored to help young people to make a smooth transition into further learning and onto fulfilling work. London Careers Hubs will work collaboratively to support schools to identify students at risk of becoming NEET and deliver focused careers education interventions to address their needs.

London Careers Hubs will identify, recruit and support employers or employees who can help address under-representation in progression pathways. Employee volunteers in schools should represent the diversity of the student population and, where possible, help break down barriers to student choice and destination.

## **1.6 Geography**

There will be one successful Hub for each of the four sub-regions in London. The Hub will operate in boroughs in the sub-regional strategic partnership areas as below:

- Central Project: Central London Forward boroughs
- South Project: South London Partnership boroughs
- West Project: West London Alliance boroughs
- East Project: Local London boroughs.

The boroughs covered in each sub-regional partnership area are set out in the prospectus.

Hubs must only recruit eligible education institutions from the boroughs covered in their chosen sub-regional partnership area. Employers may be recruited from all London boroughs (or outside of London) to support Careers Hubs and education institutions across all sub-regional areas.

## **1.7 Project specific partnership working**

Applicants for this programme are allowed to submit one application per sub-region (Grant Package Area).

Applicants can deliver as the sole provider or can partner with other organisations, as a consortium or partnership, to deliver the provision.

The GLA accepts partnership or consortium applications, particularly where specialist or grassroots organisations or a multi-agency approach are integral to delivery. We expect all partners in any consortium to have an active delivery role with education institutions and employers.

The applicant, and their delivery partners for this project, will be required to identify and work in partnership with other organisations delivering support to London's education institutions, to ensure this programme is complementary to other careers education provision.

Although there will be four separate sub-regional grant awards, the GLA expects that successful applicants work collaboratively to share their experiences during delivery. GLA and CEC will facilitate meetings between the Hubs. In some cases, Hubs will lead pan-London work strands and will benefit from other Hubs leading other pan London strands.

The success of this project will depend on strong relationships with other stakeholder organisations engaged in supporting education institutions to ensure delivery of this project is complementary to, and not in competition with, other funded provision.

Careers Hubs must therefore foster collaboration across schools, colleges, employers and other providers of careers services as well as civil society organisations and the voluntary and community sector. Delivery must maximise local, sub-regional and London wide opportunities, creating a community that will collectively agree approaches to improve business engagement, improve the careers education offer within each educational institution, and maximise resources across the sub-region.

Key stakeholders the Hubs will need to work with include:

- The Careers & Enterprise Company: The London Careers Hubs will be part of a national network of Careers Hubs and staff will be expected to take part in national training and share their knowledge and expertise with their national colleagues and learn from best practice.
- Sub-regional partnerships: The Hubs must work alongside the relevant sub-regional partnership (SRP) to ensure the Careers Hub aligns to SRP priorities and work, including London's Local Skills Improvement Plan (LSIP), and providing relevant reporting and updates to SRPs and their skills and employment boards.
- Local authorities: Providers must work collaboratively with every local authority (LA) in their sub-region to respond to changing local needs and opportunities, as well as contributing to education, skills and employment and related policies, local strategies and LA relationships with schools/colleges.
- Working with two [Youth Guarantee Trailblazers](#) in London:
  - This is a Pan-London project, testing pilots that are providing more holistic employment support for young people. One of the pilots is Youth Integration Networks in sub-regions, of which Hubs will be expected to engage with.
  - Support for Care Leavers Trailblazer, which is delivered in the Central London Forward sub-region. It aims to offer wraparound support and careers guidance to Care Leavers.
- Work with [Sculpt](#) to deliver pan-London Future Ready Fund Programme, a three year modern work experience programme supporting young people with SEND but who do not have an Education, Health and Care Plan (EHCP).
- Organisations delivering careers activities and workplace experiences: Working with a wide network of organisations that offer education providers support in delivering work experience. With Modern Work Experience being a key objective for the Careers Hubs, the Hubs will be expected to widen their networks to work with organisations who are helping to deliver work experience.
- Other GLA projects, or projects the GLA supports, that work with education institutions: For example, to introduce new projects to schools and encourage their engagement. This might include the Building

Futures programme and TechFirst.

- Organisations promoting technical pathways: Gatsby Benchmark Seven remains the hardest for schools to achieve. Careers Hubs will be working in close collaboration with London and National initiatives to increase awareness of apprenticeship, vocational and technical pathways, which includes but is not limited to: Amazing Apprenticeships, London Apprenticeship Ambassador Network, Apprenticeships Information and Meaningful encounters (AIM), Talking Futures, UCAS.
- Employer-led provision: The [Inclusive Talent Strategy \(ITS\)](#) sets out how the GLA, working with talent system partners and industry, will support the delivery of a skills offer that better meets the needs of employers. Sector Talent Boards, which consist of employers for a specific sector, are being established by the GLA for London's key sectors to shape sector-specific talent strategies and requirements for the capital's growth sectors. The Sector Talent Boards will be expected to advise on skill needs and identify priority occupations within key sectors to support short, medium, and long-term talent pipeline planning. You should also engage with the London Anchor Institution Network.
- Pilot Sector Talent Boards have been established for construction, life sciences and creative industries with further roll-out to hospitality, health and social care expected from April 2026. The boards will advise the Mayor on commissioning and delivery of key skills budgets for their sectors. In support of the [London Local Skills Improvement Plan \(LSIP\)](#), the boards will provide clear and regular insights into the skills needs of each sector, supporting London's provider base to shape and adapt their offer. Hubs will be expected to work with these boards as appropriate.

## 2. Project deliverables

The project deliverables are set by CEC and GLA, who are the joint funders of this programme. Currently, work is underway to establish an outcome framework to ensure more strategic delivery of the Careers Hubs nationally. The draft outcomes framework is set out in Appendix 1 for information. The agreed outcomes will be underpinned by a range of specific targets. Each Career Hub will receive their targets for the forthcoming academic year, alongside that year's funding allowance, by letter in the preceding summer term.

The deliverables listed in Table 2 below reflect the current core activities of the London Careers Hubs. Bidders should note that detailed requirements of the CEC, GLA, and the London Careers Hubs for the academic year **September 2026 to August 2027 are yet to be confirmed**. Also, deployment of the Hub Delivery Fund (HDF) has not yet been determined.

Applicants are asked to base their proposals on the information currently available, and that are included in these project requirements, the prospectus, handbooks, and other documents forming part of this competitive grant award process.

However, it should be noted that hub development and use of the HDF will evolve year on year in response to employer feedback, response to school and young people data, innovation, and any updates to DfE, GLA and CEC requirements.

From time to time, additional funding is available for specific project development. Future priorities may include:

- support to deliver the government's commitment for all students to have two weeks' worth of work experience

- additional work experience support for students in alternative provision settings that are most at risk of NEET. We expect this to involve support for all eligible and appropriate Alternative Provision Institutions to provide high quality work experience (WEX) to their learners by:
  - efficiently scaling proven infrastructure (Careers Hubs, [Compass+](#), [FSQ](#), [Employer Standards](#))
  - adapting WEX models for complex needs learners (Years 7–11)
  - improving transition, reintegration and prevention of NEET outcomes
  - generating transferable learning for the wider careers system.

Expected funding for this provision is included in total grant values and referred to in financial appendices below. We would expect staff working with students in AP settings to have practitioner experience and expertise in SEND and PRU environments.

- an increased focus on technical, vocational, and apprenticeship pathways (including driving greater apprenticeship uptake)
- sector specific support aligned with GLA Sector Employer Board recommendations and support for the construction sector as set out in the government skills strategy
- strengthening links to careers provision in primary schools.

## 2.1 Tables

### Hub delivery plan

Table 2.1

Hub delivery plan and setting annual targets	Measured by
<p>A Hub delivery plan must be prepared for the start of each academic year to enable effective tracking of hub outputs, impact, and expenditure.</p> <p>The plan will set out projected termly spend, key milestones and targets for improving Gatsby Benchmark (GBM) performance. Also, any agreed activities supported by the Hub delivery fund.</p> <p>The plan should outline the Hub’s short, medium, and longer-term vision, including its approach to implementing the work experience guarantee (see work experience section below).</p> <p>The plan must also explain how the Hub will prioritise support to address disadvantage and inequality, as well as how it will deliver on agreed priorities. Current priorities include continuous quality improvement in careers education, strengthening work experience, expanding access to technical, vocational and apprenticeship pathways and responding to London and sub-regional Local Skills Improvement Plans (LSIPs).</p> <p>The GLA and the four London Hubs will jointly determine where a coordinated pan London approach would add value, enabling economies of scale, greater collective impact, and consistent quality standards.</p>	<p>Draft Hub delivery plan to be prepared and submitted by end August each year (and as soon as possible in 2026).</p> <p>GLA and CEC sign-off and confirm plan September 2026.</p> <p>Hub termly reports and performance reviews against targets, outputs and expenditure against profiles.</p>

## Continuous improvement

Table 2.2

Continuous improvement	Measured by
<p>Hubs will continue to aim for 100 per cent of London’s eligible institutions to be a member of a hub (currently 95 per cent).</p> <p>Hubs will support institutions to make confident and sustained progress towards achievement of the updated Gatsby Benchmarks, with termly Compass completions.</p>	<p>Institutions recorded on EANR and MoU in place.</p> <p>Improved GBM performance reported termly through Compass.</p> <p>Improved student career readiness confirmed through Future Skills Questionnaire (FSQ) results.</p>
<p>Engage with institution senior leadership teams (SLT) to complete a Careers Impact Internal Leadership Review (CIILR) annually. The review will inform understanding of areas of strengths and areas for development within careers leadership at institutions.</p> <p>Institutions should be supported to use the Careers Impact System to embed sustainable and strategic careers leadership within the whole institution.</p> <p>The Hub Plan will set out how the hub will support institutions to scale and embed a quality approach through Careers Impact Peer-to-peer Reviews, with institutions across the London hubs network.</p> <p>By end of academic year 2028-29, all institutions should have engaged in a quality Careers Impact Peer-to-peer Review, which should then continue on a three year cycle.</p> <p>Support all institutions to have an Employer Engagement Strategy in place, which is led by the SLT.</p> <p>Support institutions to use risk of NEET indicators (RONI), using the CEC Track+ system, when developing their careers programmes and priorities.</p> <p>Invite careers leaders to undertake careers leader training, with a particular focus on:</p> <ul style="list-style-type: none"> <li>• institutions where at least three GBMs have not yet been achieved</li> <li>• schools with the highest rates of free school meals</li> <li>• SEND and AP institutions.</li> </ul>	<p>Termly EANR reports.</p> <p>Institutions are effectively using quality frameworks to provide a consistent approach to quality.</p> <p>Insights from review support hub to target resource and achieve efficiencies.</p>
<p>Support institutions to complete termly self-assessments against the GBMs using Compass. Every school with a compatible MIS should be encouraged to upgrade to Compass+.</p>	

Continuous improvement	Measured by
Proactively encourage all schools to increase completions of the student Future Skills Questionnaire (FSQ), at scale and with multiple year groups.	Overview reports. Increase in pupil completions of FSQ.

## Work experience (WEX)

Table 2.3

Work experience (WEX)	Measured by
Based on the Hub Plan, support schools in the hub to deliver the Work Experience Guarantee.	BM6 and performance against work experience baseline questions.
Work with alternative provision to increase work experience provision for young people who are most at risk of becoming NEET.	Improved positive destination for students progressing from alternative provision settings.
Deploy a Work Experience Coordinator (or equivalent) to support schools with the greatest need to enhance their work experience provision. (Currently, all hubs have at least one WEX coordinator that works with a minimum of 15 schools). Sustained progress should be achieved for supported schools towards achieving the updated Benchmark 6. Supported schools should achieve faster progress against the work experience baseline questions compared with other schools.  <b>See “Statement of Work” in Appendix A.</b>	Signed MoUs with all WEX Coordinator caseload schools BM6 improvement and faster progress against the work experience baseline questions.

## Apprenticeships and technical pathways

Table 2.4

Boosting apprenticeships and technical pathways	Measured by
Act as a connection point for schools to national and local technical pathway resources, support and advocates, including Apprenticeship Ambassadors Network, STEM Ambassadors and T Level Ambassadors.	Hub Delivery Plan
Help coordinate employers and local programmes to engage directly with schools and colleges to raise awareness of apprenticeship pathways, with a focus on London’s key sectors.	Hub Delivery Plan
Work with stakeholders to address local barriers to engaging with technical, vocational and apprenticeship pathways and measure progress to overcome barriers. Align with other local and national skills initiatives and programmes including any GLA/London provision. For example, the GLA currently funds the AIM programme to raise awareness of the apprenticeship pathway.	Hub Delivery Plan

<b>Boosting apprenticeships and technical pathways</b>	<b>Measured by</b>
<p>Continue to support schools to meet and provide evidence of compliance with the provider access legislation (PAL) and act as a point of connection and escalation for providers wishing to engage with schools to deliver provider access legislation.</p>	<p>Hub Delivery Plan</p>
<p>Work with independent training providers and universities to ensure that all schools are GBM7 compliant.</p>	<p>EANR compass results</p>

## Cornerstone employers

Table 2.5

<b>Cornerstone employers</b>	<b>Measured by</b>
<p>Have in place key employer relationships that can offer leadership to the Hub in developing their strategies and engage their employer networks. Cornerstone employers should be engaged specifically to offer employer insights to inform and support the hub strategies and activities. Hubs may set up a group, alternatively, an existing sub-regional employer group can be engaged to provide this support.</p> <p>Cornerstone employers should represent the diversity of London’s economy (including resident profile) and London and local growth sectors, to help break down barriers for under-represented groups (including ethnicity, gender, disability and sexual orientation).</p> <p>Cornerstone employers should be inducted and supported throughout their engagement with the hub and should support hub objectives and KPIs.</p> <p>Hub objectives will also include priorities identified by the GLA Sector Talent Boards and pan-London employer strategic planning as it develops. For example, the revised Pan-London Skills Implementation Plan (LSIP). Hubs will be expected to be flexible and able to adapt their Hub Plans annually based on advice and feedback.</p>	<p>Employers sign MoU and recorded on EANR.</p>
<p>Evidence how employer engagement has supported the delivery of high-quality workplace experiences, particularly for those young people with the greatest need.</p>	<p>Hub Delivery Plan</p>
<p>Employers should be encouraged to undertake an annual employer standards self-assessment to demonstrate continuous improvement in careers education outreach.</p>	<p>Use of employer standards/employer portal</p>

## Enterprise adviser network

Table 2.6

<b>Enterprise adviser network</b>	<b>Measured by</b>
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Every institution in a Hub is offered the support of volunteers from employers Enterprise Advisers (EAs) to develop high-quality, impactful careers plans and opportunities for young people.

Maintain, monitor, and report the number of EAs actively supporting the Hub and the number of education institutions receiving support from an EA.

Hubs are expected to:

- maintain good records of EA engagement, ensuring good routes of communication are established and volunteers are recruited and retained
- maintain robust systems for volunteer induction and support, and DBS checks, to ensure volunteers are ready to work in schools
- share the EA tracking system, to ensure pan-London output reporting and monitoring of volunteer engagement
- offer a comprehensive training and support programme for EAs, including safeguarding training
- work with GLA and other London Careers Hubs to establish a pan-London offer and promotion of EA roles
- regularly seek feedback from EAs to help shape support and the EA role
- encourage EAs to participate in CEC-led evaluation/survey to evidence the impact of employer engagement.

EANR records activity of EAs.

**Employer engagement**

Table 2.7

<b>Employer engagement</b>	<b>Measured by</b>
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<p>Grow and maintain relationships with employers and grow their employer network.</p> <p>Hubs are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that businesses in their network are reflecting key priority sectors in London and have good representation of growth sectors</li> <li>• maintain good records of employer engagement and have a clear understanding of which employer(s) works with which school(s)</li> <li>• share employer links with GLA as well as business tracking system with GLA, to ensure pan-London employer engagement, tracking and support identifying development needs</li> <li>• engage in pan-London promotional work to engage and maintain relationships with new employers</li> <li>• offer comprehensive onboarding, training and professional development programme for employers, supporting them to be more accessible to future employees with SEND and identifying talent pipeline within their communities with the goal of supporting high-quality work experiences for young people with the greatest need.</li> </ul>	
<p>Employer standards should be embedded into the hub offer to support employers to self-assess and access resources that will support them to have the most impact from their outreach.</p>	<p>Use of employer standards/employer portal</p>
<p>Evidence how employer engagement has supported the delivery of high-quality workplace experiences, particularly for those young people with the greatest need.</p>	<p>Hub Delivery Plan</p>
<p>Distinct from the EA offer, hubs are encouraged to use the “Give an Hour” marketing toolkit to help attract employer volunteers interested in engaging directly with young people.</p>	<p>Numbers tracked by hub and reported through the hub plan.</p>

## Development and governance

Table 2.8

<p><b>Hub development and governance</b></p>	<p><b>Measured by</b></p>
<p>Complete the CEC Hub “Development Model” to self-assess the Hub strengths and highlight areas of improvement, to optimise quality of delivery, underpinned by national Careers Hub consistency.</p>	<p>Self assessment</p>
<p>Have governance arrangements in place. Governance arrangements should be at a senior level, including institution SLT representation, to gain influence and support hub delivery of goals. Arrangements may be through a specific Hub Steering Group, or through an existing relevant sub-regional stakeholder forum. Stakeholders should contribute to:</p> <ul style="list-style-type: none"> <li>• identifying goals for the hub and review plans to achieve these</li> <li>• knowledge, skills and networks to support achievement of goals (hubs should review stakeholder contributions and invite additional stakeholders to meet these needs)</li> <li>• holding the hub accountable in achieving plans.</li> </ul>	<p>Hub Plan sets out arrangements for governance</p>

Hub development and governance	Measured by
The four London hubs are expected to work collaboratively to share good practice, take the lead on pan-London priorities/pan-London offer and agree collaborative activities that work across all four London hubs to offer high-quality activity and economies of scale.	Pan London Delivery Plan

### 3. Budget and payments

#### 3.1 Overall budget framework and parameters

Applicants must set out their proposal to deliver across two academic years: 2026-27 and 2027-28. Subject to Mayoral approval and budget availability at the point of award, grant awards will be made for two academic years (1 September 2026 - 31 August 2028), with the possibility of extending the funding agreement for additional years. This will be determined each year, up to a maximum of four additional years and 150 per cent of the previous year’s funding per year.

The funding available for each academic year is confirmed on an annual basis and is likely to vary depending on funding available. The project Grant Funding Agreement, amended by Deed of Variation each year, will state the maximum amount of funding available within the upcoming academic year (1 September to 31 August). It will also state outcomes to be delivered and outline the details of the funding model for that year. We expect to issue this variation in the May, or June at the latest, preceding the start of each academic year, but this will be dependent on funding confirmation from the CEC to the GLA.

The GLA will not reimburse additional financial claims above the maximum amount specified in writing in the agreements mentioned above, regardless of the level of expenditure incurred by the Hub during the funding period. All changes to funding will require a Deed of Variation.

The Hub budget is made up of funding for Hub staff salaries and a Hub Delivery Fund (HDF) to deliver developmental activities in support of the objectives.

There is a requirement to describe how those facing the greatest disadvantage will be supported through HDF. While HDF is calculated based on the number of students in an institution in receipt of free school meals, HDF should be used to optimise positive outcomes for all young people facing the greatest barriers, including students with SEND and students in alternative provision.

In 2025-26, the CEC required that 70 per cent of the HDF allocation to London be spent on supporting the implementation of work experience. We expect this to continue in future years.

During each academic year, the GLA may increase the budget if additional funding becomes available to deliver additional activity. The GLA may also issue a Deed of Variation to reduce an annual grant if there are underspends against profiled expenditure, or if the hub performance against targets is deemed poor.

Applicant performance in relation to the selection and financial health criteria set out in the [financial due diligence guidance](#) will be considered before awarding grant funding. The GLA may award more than one increase in grant funding during the project delivery period. Before any award of an increase in grant value during the project delivery period, the GLA may confirm that the criteria are still met when the revised grant value is taken into account. Organisations failing to meet the due diligence criteria may not be offered an

increase in their grant value.

The funding from CEC is confirmed on a year on year basis. In the event of the funding from DfE to CEC stopping, there are break and funding level change clauses in the Grant Funding Agreement issued to successful applicants. There will be a break clause for delivery at the end of August 2027 and every subsequent academic year. We expect to use this if funding for the project is unexpectedly not renewed, which would be confirmed to the GLA in early March each year, or based on poor performance.

The expected budget for each sub-regional Hub is set out in the Appendices C-F.

## **3.2 The payment model**

Careers Hubs are funded by the CEC and match funded by the GLA. [Reference:4](#)

### **Actual costs model**

Only the actual direct costs incurred and evidenced by the Hub, plus an allocation for indirect costs, will be paid. We will pay for:

1. direct staff costs (plus associated indirect costs paid at 25 per cent of direct staff costs)
2. activities and costs agreed in the Hub Delivery Plan, funded through the Hub Delivery Fund (HDF)

Funding allocated to staff costs cannot be spent for Hub Delivery Fund activity, or vice versa, without the GLA's prior written approval.

There is a salary cap indicated for each job level expected to be deployed in delivering the Hub requirements. While the overall staffing cap cannot be exceeded, there is scope for variation and flexibility of salaries paid to staff. For example, some staff could be paid more than the maximum, where others are paid below the maximum. Successful applicants will be asked to set out their proposed staffing arrangements and staff costs for approval by the GLA before a Grant Funding Agreement can be issued and in every subsequent year.

Please read the latest Delivery and Evidence Handbooks for detailed examples of how the Hub costs are broken down and the eligible and ineligible expenditure.

The available grant allocation for each academic year is ringfenced to that year. Hubs can claim up to the maximum claimable each academic year. However, any underspend cannot be carried forward into the next academic year.

Payments will be made retrospectively for salaries and HDF. Budgeted funding that is not used in one claim period cannot be transferred to a subsequent claim period without written approval from the GLA.

The GLA issued Grant Funding Agreement and any subsequent Deed of Variation will confirm funding, outline the salary spend parameters and set out any changes to the costing allocation.

## **3.3 Claim dates**

Hubs will be paid in arrears following submission, and approval, of funding claims made in the claim periods set out below.

Please note that although there are four claim dates each year, the claim periods are not all based on a quarter of a year.

Table 3.1

Claim	Claim period	Claim submission date
1	1 September – 31 December	15 January or next working day
2	1 January – 31 March	15 April or next working day
3	1 April – 30 June	15 July or next working day
4	1 July – 31 August	15 September or next working day

## 4. Appendices

### 4.1 Appendix A: Outcome framework

Table 4.1

Audience	Outcome	Strategic goal	Measurable indicators	Relevant wider data sources
<b>Education institutions</b>	Every school, college and independent training provider provides world-class careers education for all young people.	...which improves the quality of education in the region.	<ul style="list-style-type: none"> <li>• Gatsby Benchmark</li> <li>• Careers Impact System</li> <li>• Work experience baseline questions</li> <li>• Provider Access Legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Ofsted</li> <li>• Education data including attendance and achievement</li> </ul>
<b>Young people</b>	Every young person is aware of different pathways and sectors, supported with meaningful work experience, and able to progress into a sustained destination.	...which improves young people's outcomes in the region.	<ul style="list-style-type: none"> <li>• Future Skills Questionnaire (Pathways, Career Readiness)</li> <li>• Work experience baseline questions</li> <li>• Vocational pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes data</li> <li>• Not in Education, Employment or Training (NEET) rate</li> </ul>

<b>Audience</b>	<b>Outcome</b>	<b>Strategic goal</b>	<b>Measurable indicators</b>	<b>Relevant wider data sources</b>
<b>Employers</b>	Every employer is supported to conduct meaningful and impactful careers outreach.	...which improves future talent pipelines.	<ul style="list-style-type: none"> <li>• Gatsby Benchmark 6</li> <li>• Work experience baseline questions</li> <li>• Employer Standards (Completions and improvement)</li> </ul>	<ul style="list-style-type: none"> <li>• Employer surveys</li> <li>• Hiring data</li> <li>• Skills gap data</li> <li>• CEC: equal learner outcomes (future measure)</li> </ul>
<b>Local partners</b>	Every relevant group and partner is supported to engage in a coherent and coordinated careers education offer.	...which improves collaboration and coordination between partners.	<ul style="list-style-type: none"> <li>• Membership of Community of Practice including SEND, Independent Training Provider etc.</li> <li>• Engagement in programmes including SME engagement in Employer Standards and Teacher Encounters</li> <li>• Alignment to wider policy including Careers Hub activity included in LSIP</li> </ul>	<ul style="list-style-type: none"> <li>• Partner feedback</li> </ul>

## 4.2 Appendix B: Work experience deliverables

Hubs are expected to focus on aspects of work from those set out below, with the principle of local prioritisation applied. Careers Hubs will employ a work experience resource through a member(s) of the hub staffing team. It is not expected that a work experience (WEX) co-ordinator role (or equivalent) would undertake all of the below. If needed, additional scope or activity should be discussed with the GLA.

## 4.3 Appendix C: Central project funding

The estimated budget for the two-year period is **£2,330,986**.

Table 4.2

<b>Funding stream</b>	<b>Total available budget</b>	<b>Payment model</b>
Careers Hub staff costs	£1,790,944	Actual cost
Hub Delivery Fund	£ 309,662	Actual cost

<b>Funding stream</b>	<b>Total available budget</b>	<b>Payment model</b>
Anticipated AP WEX funding	£230,380	Actual cost

### Staff funding

The table below illustrates the number and level of Careers Hub staff roles expected to be funded in the next two academic years. The profiled budget assumes the number of staff posts will remain consistent and that there will be a year-on-year uplift of 3 per cent in salary increases. As set out in the overall budget framework and parameters, the GLA and CEC are unlikely to be able to confirm future funding until May/June each year, and there may be year on year changes to staff numbers and funding caps.

Table 4.3

<b>Role</b>	<b>Maximum number of roles</b>	<b>Maximum funding available year one</b>	<b>Maximum funding available year three</b>
<b>Strategic Hub Lead</b>	1	£77,868	£80,204
<b>Operational Hub Lead or equivalent senior post</b>	3	£210,537	£216,852
<b>Enterprise Coordinators (EC) or equivalent post for staff engaging with institutions, employers and WEX development.</b>	9.5	£556,634	£573,325
<b>Project Officer</b>	1	£37,204	£38,320
<b>Total staffing budget</b>		<b>£882,243</b>	<b>£908,701</b>
<b>Total Hub Delivery Fund</b>		<b>£154,831</b>	<b>£154,831</b>
<b>Anticipated AP WEX funding</b>		<b>£230,380</b>	

### 4.4 Appendix D: East project funding

The estimated budget for the two-year period is £2,116,715.

Table 4.4

<b>Funding stream</b>	<b>Total available budget</b>	<b>Payment model</b>
Careers Hub staff costs	£1,672,001	Actual cost
Hub Delivery Fund	£248,824	Actual cost
Anticipated AP WEX funding	£195,890	Actual cost

### Staff funding

The table below illustrates the number and level of Careers Hub staff roles expected to be funded in the next two academic years. The profiled budget assumes the number of staff posts will remain consistent and that there will be a year-on-year uplift of 3 per cent in salary increases. As set out in the overall budget framework and parameters, the GLA and CEC are unlikely to be able to confirm future funding until May/June each year, and there may be year on year changes to staff numbers and funding caps.

Table 4.5

<b>Role</b>	<b>Maximum number of roles</b>	<b>Maximum funding available year one</b>	<b>Maximum funding available year three</b>
<b>Strategic Hub Lead</b>	1	£77,868	£80,204
<b>Operational Hub Lead or equivalent senior post</b>	3	£210,537	£216,852
<b>Enterprise Coordinators (EC) or equivalent post for staff engaging with institutions, employers and WEX development.</b>	8.5	£498,041	£512,975
<b>Project Officer</b>	1	£37,204	£38,320
<b>Total staffing budget</b>		<b>£823,650</b>	<b>£848,351</b>
<b>Total Hub Delivery Fund</b>		<b>£124,412</b>	<b>£124,412</b>
<b>Anticipated AP WEX funding</b>		<b>£195,890</b>	

## 4.5 Appendix E: South project funding

The estimated budget for the two-year period is **£1,128,043**.

Table 4.6

<b>Funding stream</b>	<b>Total available budget</b>	<b>Payment model</b>
Careers Hub staff costs	£911,303	Actual cost
Hub Delivery Fund	£ 115,140	Actual cost
Anticipated AP WEX funding	£101,600	Actual cost

### Staff funding

The table below illustrates the number and level of Careers Hub staff roles expected to be funded in the next two academic years. The profiled budget assumes the number of staff posts will remain consistent and that there will be a year-on-year uplift of 3 per cent in salary increases. As set out in the overall budget framework and parameters, the GLA and CEC are unlikely to be able to confirm future funding until May/June each year, and there may be year on year changes to staff numbers and funding caps.

Table 4.7

Role	Maximum number of roles	Maximum funding available year one	Maximum funding available year three
Strategic Hub Lead	1	£77,868	£80,204
Operational Hub Lead or equivalent senior post	1	£70,179	£72,284
Enterprise Coordinators (EC) or equivalent post for staff engaging with institutions, employers and WEX development.	4.5	£263,669	£271,575
Project Officer	1	£37,204	£38,320
<b>Total staffing budget</b>		<b>£448,920</b>	<b>£462,383</b>
<b>Total Hub Delivery Fund</b>		<b>£57,570</b>	<b>£57,570</b>
<b>Anticipated AP WEX funding</b>		<b>£101,600</b>	

#### 4.6 Appendix F: West project funding

The estimated budget for the two-year period is **£1,762,937**

Table 4.8

Funding stream	Total available budget	Payment model
Careers Hub Staff costs	£1,410,595	Actual cost
Hub Delivery Fund	£194,902	Actual cost
Anticipated AP WEX funding	£157,440	Actual cost

#### Staff funding

The table below illustrates the number and level of Careers Hub staff roles expected to be funded in the next two academic years. The profiled budget assumes the number of staff posts will remain consistent and that there will be a year-on-year uplift of 3 per cent in salary increases. As set out in the overall budget framework and parameters, the GLA and CEC are unlikely to be able to confirm future funding until May/June each year, and there may be year on year changes to staff numbers and funding caps.

Table 4.9

Role	Maximum number of roles	Maximum funding available year one	Maximum funding available year three
Strategic Hub Lead	1	£77,868	£80,204
Operational Hub Lead or equivalent senior post	2	£140,358	£144,568

Role	Maximum number of roles	Maximum funding available year one	Maximum funding available year three
<b>Enterprise Coordinators (EC) or equivalent post for staff engaging with institutions, employers and WEX development.</b>	7.5	£439,448	£452,625
<b>Project Officer</b>	1	£37,204	£38,320
<b>Total staffing budget</b>		<b>£694,878</b>	<b>£715,717</b>
<b>Total Hub Delivery Fund</b>		<b>£97,451</b>	<b>£97,451</b>
<b>Anticipated AP WEX funding</b>		<b>£157,440</b>	

## 4.7 Glossary of terms

Table 4.10

Acronym	Full term	Definition
AIM	Apprenticeships, Information and Meaningful Encounters	A GLA-funded programme that supports young people to understand apprenticeships and technical pathways.  Visit the <a href="#">AIM London website</a> .
AP	Alternative Provision	Education arranged by local authorities or schools for pupils who cannot attend mainstream school due to exclusion, illness, or other reasons (for example, school refusal, mental health).
AY	Academic Year	The period of the year during which students attend school or university, usually reckoned from the beginning of the autumn term to the end of the summer term.
CEC	Careers & Enterprise Company	National body co-funding the Careers Hubs and setting national frameworks, benchmarks, systems and deliverables.  Visit the <a href="#">CEC website</a>
CIILR	Careers Impact Internal Leadership Review	An annual internal review completed with SLTs to assess strengths and development areas in careers leadership.  Find out more about the <a href="#">careers impact system internal leadership review</a> .
Compass	Compass (self-assessment tool)	A tool developed by the CEC to enable schools to conduct a self-evaluation of their careers provision against the Gatsby Benchmarks.  Find out more about <a href="#">Compass+ and Compass</a> .

Acronym	Full term	Definition
Compass+	Compass+ (enhanced tool)	<p>An enhanced version of Compass launched in September 2019. Allows schools to benchmark, manage, track and report on their careers programme at an individual student level.</p> <p><a href="#">Compass+ and Compass   CEC Resource Directory</a></p>
DfE	Department for Education	Department for Education is the government department responsible for education policy.
DBS	Disclosure and Barring Service	Required checks for volunteers (for example Enterprise Advisers) supporting schools.
EA	Enterprise Adviser	<p>Drawn from business, volunteers work directly with the leadership of individual schools to develop an effective employer engagement programme, to inform a careers and enterprise whole school strategy.</p> <p>Find out more about <a href="#">enterprise advisers on CEC's website</a>.</p>
EAN	Enterprise Adviser Network	The national network connecting schools and colleges with employers and providers.
EANR	Enterprise Adviser Network Records	<p>The CEC's internal data and information management platform, used by Career Hub users, and CEC Staff.</p> <p>Data is imported to EANR from a variety of sources:</p> <ul style="list-style-type: none"> <li>• schools' information from GIAS</li> <li>• employers' records from Companies House database</li> <li>• schools' evaluations</li> <li>• survey submissions results from Compass/Compass+.</li> </ul>
EC	Enterprise Coordinator	Joint funded by the CEC and the LEP, they work with a cluster of schools and colleges, and support Enterprise Advisers.
EHCP	Education, Health & Care Plan	Plans for children and young people aged up to 25 who need more support than is available through special educational needs support.
FE	Further Education	Distinct from higher education offered in universities and beyond or overlaps with that of secondary school education.
FSQ	Future Skills Questionnaire	<p>Student-completed tool measuring career readiness and awareness of pathways.</p> <p>Find about more about the <a href="#">Future Skills Questionnaire</a>.</p>

Acronym	Full term	Definition
GBM/GBMs	Gatsby Benchmark(s)	Eight areas of best practice in careers provision, created by the Gatsby Foundation and used in the Government’s Careers Strategy.  See <a href="#">the updated Gatsby Benchmarks</a> .
GLA	Greater London Authority	Joint funder of the Hubs; sets policy priorities and oversees grant management.
HDF	Hub Delivery Fund	Annual flexible fund used by Hubs to support targeted careers interventions and school support.
HE	Higher Education	Post 18 education usually at universities and colleges.
ITP / ITPs	Independent Training Provider(s)	Independent Training Providers (ITPs) provide vocational education and training to young people and adults. They are also sometimes referred to as ‘independent learning providers’ or ‘private training providers’.
ITS	Inclusive Talent Strategy	The <a href="#">Inclusive Talent Strategy</a> is a vital early step in delivering the London Growth Plan.  It aims to ensure that all Londoners can benefit from growth by building a skilled workforce and helping more people access high-quality jobs, while making it easier for employers to find the talent they need.
LA/LAs	Local Authority / Local Authorities	An administrative body in local government that LEPs are accountable to. LEPs may straddle multiple LAs.
LEAN	London Enterprise Adviser Network	The network which connects London schools and colleges with businesses to get young people ready for the world of work. This creates networks of business volunteers and school and college Careers Leaders.
LMI	Labour Market Information	Data, statistics and research about the workplace including unemployment rates, salary and demand and supply of labour. Reliable sources of LMI are the Annual Survey of Hours and Earnings, Labour Force Survey, Employer Skills Survey and Working Futures.
LSIP	Local Skills Improvement Plan	Local Skills Improvement Plans are an employer-led initiative funded by the Department for Education. Every English region now has an LSIP, and they play a key role in tackling skills shortages by bringing employers, educators and other key stakeholders together to create a blueprint for transforming the skills system to meet local needs.  See more about the <a href="#">London Local Skills Improvement Plan</a> .
MoU	Memorandum of Understanding	Agreement signed by institutions and WEX caseload schools to formalise engagement.
NEET	Not in Education, Employment or Training	Young people Not in Education, Employment and/or Training.

Acronym	Full term	Definition
PAL	Provider Access Legislation	Legal requirement ensuring providers can access schools to promote technical/apprenticeship pathways.
PRU	Pupil Referral Unit	Alternative provision for pupils unable to attend a mainstream school or special school due to behavioural, emotional, and social difficulties.
RONI	Risk of NEET Indicator	A data-driven tool developed by the CEC for Careers Leaders who use the Compass+ digital tool to identify students with risk factors early in secondary school and target additional support.
SEND	Special Educational Needs and Disabilities	Special educational needs and disabilities
SLT	Senior Leadership Team	The senior leadership team in a school or college.
SMEs	Small and Medium Enterprises	An SME is any organisation that has fewer than 250 employees and a turnover of less than €50 million or a balance sheet total less than €43 million.  See the <a href="#">small to medium sized enterprise (SME) action plan on GOV.UK</a> .
SRP/SRPs	Sub-regional partnership(s)	Formal, collaborative alliances between local authorities, businesses, and public/private stakeholders within a specific, sub-regional geographic area of London. They bridge the gap between local councils and wider regional strategies, focusing on economic development, housing, infrastructure, and strategic planning.
UCAS	Universities and Colleges Admissions Service	Find out more about <a href="#">UCAS</a> .
WEX	Work Experience	A planned programme as part of careers education that enables pupils in school time to sample experience of a working environment of their choice.
WEX Coordinator	Work Experience Coordinator	Specialist Hub staff working with approx. 15 priority schools to improve WEX provision using equalex.
WEX Guarantee	Work Experience Guarantee	Government requirement that all students receive two weeks of work experience during education.
-	Careers Leader	A designated senior or middle leader responsible for the strategic planning, implementation, and quality assurance of the school's career guidance program. They ensure the school meets the eight Gatsby Benchmarks of good career guidance to help students make informed decisions.

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## References

- [Reference:1](#) Including those laid out in the London Growth plan and Inclusive Talent Strategy as well as London LSIP. The GLA may require providers to prioritise certain sectors as policy priorities shift over the course of the programme.
- [Reference:2](#) Please see the Prospectus for detailed information on Sub-Regions

- [Reference:3](#)Please also see requirements outlined in the Prospectus and relevant sections of the Evidence Handbooks
- [Reference:4](#)If the GLA sources match funding from another source, the successful bidder will need to comply with the requirements of that fund, for example, in terms of publicity requirements. In the past the Careers Hubs have used match funding from the European Social Fund and the UK Shared Prosperity Fund.