



Redwood CEIAG

Strategic Action Plan

Careers Education Information Advice Guidance

2021 - 2022

Approved by:

Date:

Last reviewed:

Next review due by:

Contents

Vision.....	3
Intent - Strategic Objectives.....	4
Current State.....	5
Implementation.....	10
Impact.....	15

Appendices

Appendix 1 – SWOT Analysis.....	16
Appendix 2 – Current State.....	17
Appendix 3 – Gatsby Benchmark Progress.....	20
Appendix 4 – Year Group Careers Objectives and Outcomes.....	26
Appendix 5 – Careers Programme.....	29
Appendix 6 – External Engagement Plan	32
Appendix 7 – Monitoring and Evaluation Plan	37
Appendix 8 – Parental Engagement Plan	38
Appendix 9 – Careers Coalition	39
Appendix 10 – Roles and Responsibilities	40
Appendix 11 – Skill Builders / GMACS Strategic Rollout Plan	44
Appendix 12 – Independent Travel programme	47

Vision

‘CEIAG at Redwood prepare students for their future lives and adulthood. The program’s provide students with the information to make informed decisions and manage their transitions into Post 16 (and/or) Post 19 education, and future work places. Everyone is someone. All students will be supported, guided and encouraged to achieve their full potential. They will challenge and change perceptions of those around them and be fully prepared for their transition post School and their success will be celebrated and cascaded throughout the School community’.



The intent of our Careers Curriculum at Redwood School is to promote a career development culture which is an essential part of the mission and ethos of our school. At Redwood Secondary School and REEC provision, we aim to support the aspirations of all our young people to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that having an effective careers education and guidance programme not only contributes to their well-being but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy. We are working towards achieving the DfE Statutory Guidance expectation that all schools and colleges should aim to meet the Gatsby Foundation’s Benchmarks of “*Good Career Guidance*” by the end of 2020.



Curriculum

All students have access to a broad curriculum that positively promotes CEIAG throughout all curriculum areas. We embed careers through our delivery of Lifeskills and the vocational curriculum. Particular focus to careers is also given within the Post 16 Pathways. The careers programme also organises a wide range of events and activities to provide information and inspire students such as career sessions, career guidance activities, whole school activities (Choices fair) and other outside interventions some of which are highlighted below.



- Enterprise Week for the Sixth Form
- Career focused visits to a range of Business and Professional Companies
- Mock interviews and support for CV and application form writing
- Visits to Skills North West and Choices exhibitions
- Encounters with employers and employees
- Opportunities to listen and interact with external speakers from a range of occupations and professions through assemblies and SMSC lessons
- Redwood works in partnership with outside agencies (Colleges, 6th Forms, Apprenticeship providers, Universities, UTCs (University Technical Colleges) and Positive Steps)
- Work Experience



Strategic Objectives

Objective 1 – Develop a whole school ethos to CEIAG, fully embedding careers in all curriculum areas.

Benchmarks: 2,3,4,7

- All staff to be aware of the careers strategy (including key annual objectives) and Gatsby benchmarks
- Further develop Curriculum Leaders to lead CEIAG initiatives in their subject areas

Objective 2 – Actively involve students and parents in the planning, delivery and evaluation of our Careers programme.

Benchmarks: 2,3,6

- Increase student and parental involvement through termly events and meetings e.g coffee mornings / consultations
- Build an individual on-line portfolio of students interactions with CEIAG activities (via Compass +) and disseminate to key stakeholders on a regular basis

Objective 3 – Develop a programme of ‘employer encounters’ within curriculum areas by creating a network of employer and educational providers to support learning (Increased emphasis around our sector focus of construction).

Benchmarks: 3,4,5,6

- Develop an ALUMNI of support
- Continue to develop links with organisations and build on existing relationships with particular emphasis on ‘construction’
- Build a portfolio of ‘careers partners and organisations’
- Develop the use of digital technologies to increase employer encounters across the organisation

Objective 4 - To develop work experience across the organisation

Benchmarks: 2,3,4,7

- To increase participation and ensure all MSB students have had a meaningful experience of a workplace by Year 11 through the widening of work experience.
- To develop a method of plotting ‘Experiences of Work’ across the whole school.
- To further develop and widen work experience opportunities across the EMI and SFI pathways.

Current State

SLT fully support the development of CEIAG at Redwood School and aim to raise the aspirations and opportunities of ALL students. Mr Alcock has overall responsibility as CEIAG leader for the school, supported by the CEIAG Team and Careers Coalition (Appendix 10).

Jodie Dyer is temporarily taking on the role of Redwoods 'Futures Advisor'. She is passionate about supporting our students in making important decisions in their lives. Key Responsibilities include interviewing students, one-to-one or in small groups to discuss their career or education options. Liaising with parents/carers where appropriate to advocate on student's behalf. Jodie listens to student's ideas and career aims and helps students identify and consider the range of choices available to them, outlining possible ways forward through drawing up action plans for employment, education and training, whilst support students to achieve these goals.

Specific activities also include:

- Following up any specific action points around transition as outlined in their EHCP (specifically identifying appropriate post Redwood pathway and planning subsequent visits)
- Researching careers, options and support organisations to meet student's needs
- Planning events / objectives in line with Gatsby Benchmarks
- Providing advice on CV, applications, job hunting and interview techniques
- Running small group sessions or larger presentations on all aspects of careers work and topics related to personal development helping students to understand the current job market using computer-aided guidance packages and skills assessment tools (GMACS)
- Administrative tasks such as report writing and record keeping.
- Managing individual records of a student's CEIAG journey over the course of an academic year using Compass+
- Sourcing relevant career updates from Bridge GM and sharing this with staff and students
- Planning and organising careers fairs and CEIAG related activities.
- Adapting plans to reflect challenges and exploring virtual employer encounters during Post-Covid times
- Keeping up to date with labour market information, legislation and professional and academic developments by visiting employers, training providers and training events run by educational and professional bodies

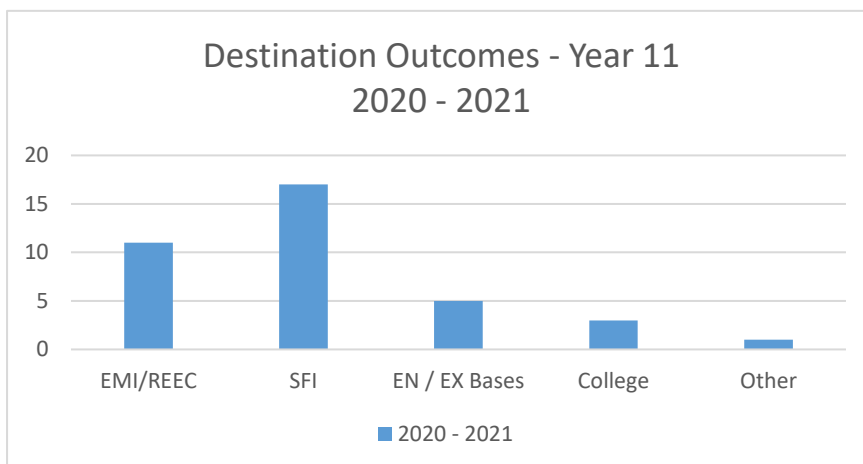
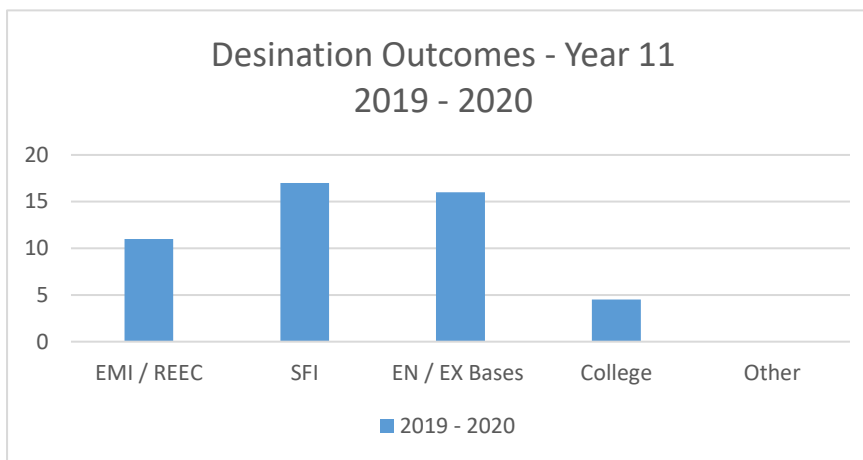
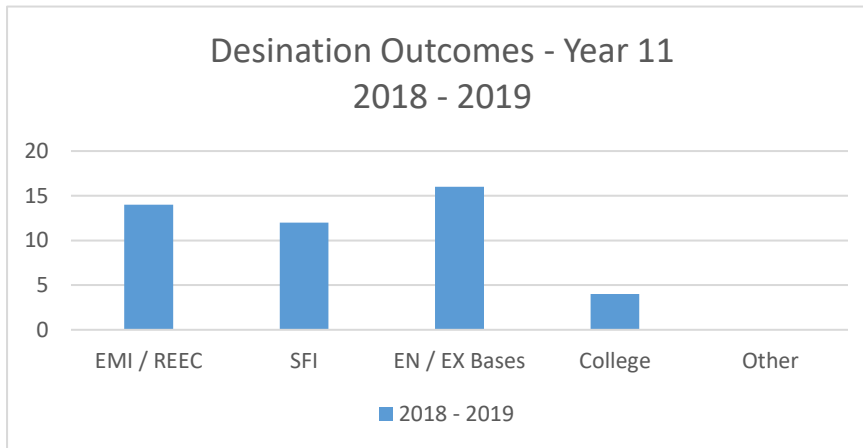
Janet Taylor-Hill is our independent Careers Adviser and is employed by Positive Steps, Rochdale. Janet provides impartial careers advice and guidance focussing upon each individual student's needs by offering every student a one to one personalised interview. We encourage parents to be part of their student's choices and parents are welcome to contact Janet through the school, engage in meetings or email directly. Janet is also available for support and advice at year 9 - 14 Parents Evenings and is able to attend Annual Reviews if appropriate.

Redwood is working hard to embed a culture of careers and CEIAG across the school. We have recently now achieved seven of the Gatsby Benchmarks (February 2022) and are

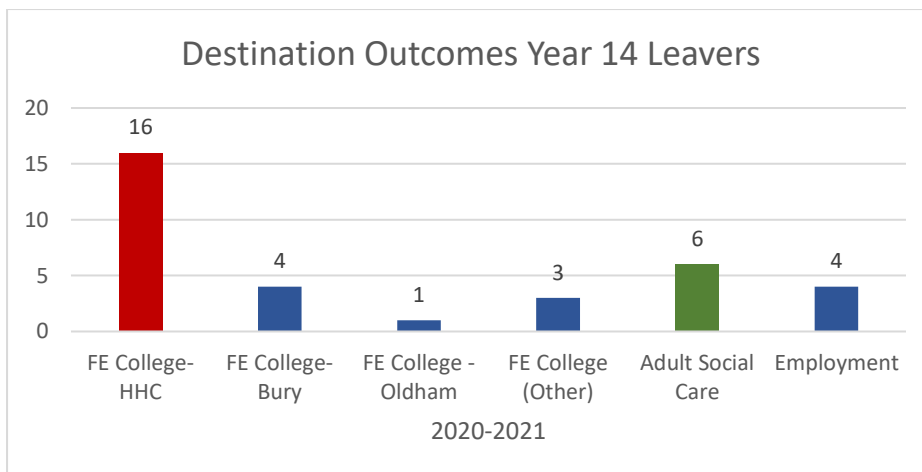
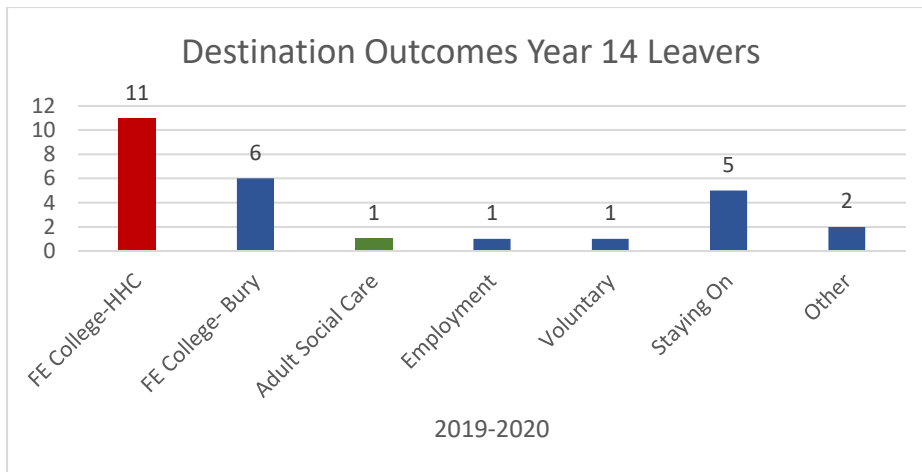
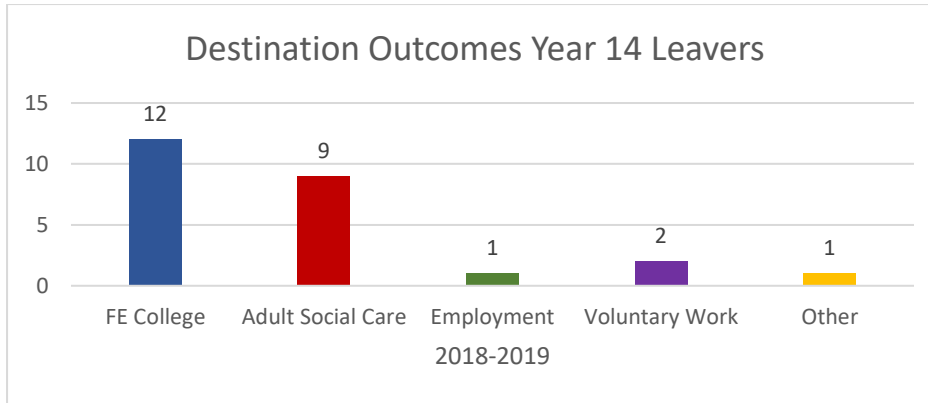
working hard to achieving the full 8 by the end of 2022. We are continually building and enhancing our curriculum and have recently introduced the 'Skills Builder' in Post 16 Build and boost Pathways, which develops within students 8 skills essential for independent adults at home and at work, such as, listening, speaking, problem solving, creativity, leadership, teamwork. staying positive and aiming high. We are part of the Greater Manchester Careers Hub 'Communities of Practice' an organisation aimed to accelerate progress towards achievement of the Gatsby Benchmarks. The Hub is aligned within a local economic context, to develop quality assurance of careers guidance and education programmes and the professional development of Careers Leaders within Hubs whilst providing strategic involvement in careers Action Plans.

We also work with Bronwyn Raper (Operational Hub Lead), Gemma Marsh (Enterprise Advisor), Diane Norburn (SEND Enterprise Co-ordinator) and our partners in the 'Careers and Enterprise Company' who work closely with our 'Hub' colleagues to support Careers Leaders to develop and deliver programmes which respond and align closely to identified priorities within our improvement plans. Our Enterprise Coordinators work closely with our CEIAG leaders to facilitate impactful careers programmes and accelerated progress towards the achievement of the Gatsby Benchmarks.

Destination Data Year 11



<u>Year</u>	<u>Redwood</u>	<u>EMI / REEC (Redwood)</u>	<u>SFI (Redwood)</u>	<u>EN/EX Bases (Redwood)</u>	<u>College (Hopwood)</u>	<u>College (Other)</u>	<u>Other (Internship)</u>
<u>2017 - 2018</u>	33	13	17	3	1	1	0
<u>2018 - 2019</u>	42	14	12	16	3	1	0
<u>2019 - 2020</u>	44	11	17	16	1	0	0
<u>2020 - 2021</u>	33	11	17	5	3	0	1



<u>Year</u>	<u>College</u>	<u>Adult Social Care</u>	<u>Training</u>	<u>Employment (Paid)</u>	<u>Employment (Voluntary)</u>	<u>Other</u>	<u>Staying on (Year 15)</u>
<u>2017 – 2018</u>	10	7	0	2	0	3	0
<u>2018 – 2019</u>	12	9	0	1	2	1	0
<u>2019 – 2020</u>	17	1	1	1	1	1	5
<u>2020 – 2021</u>	24	6	0	4	0	0	0

Internship Destination Data

<u>Year</u>	<u>Number of students in cohort</u>	<u>Paid Employment</u>	<u>Voluntary Employment</u>	<u>College</u>	<u>College and Voluntary Employment</u>	<u>Other</u>
<u>Sept 2013 – July 2014</u>	7	3	0	4	0	0
<u>Sept 2014 – July 2015</u>	8	5	1	2	0	0
<u>Sept 2015 – July 2016</u>	8	5	1	1	0	1
<u>Sept 2016 – July 2017</u>	7	1	1	1	1	3
<u>Sept 2017 – July 2018</u>	7	3	0	0	2	2
<u>Sept 2018 – July 2019</u>	7	3	2	2	0	0
<u>Sept 2019 – July 2020</u>	11	2	1	3	0	5
<u>Sept 2020 – July 2021</u>	11	8	1	2	0	0
<u>Total 2013 - 2021</u>	66	30	7	15	3	11
<u>Total (%) 2013 - 2021</u>	66	45%	11%	23%	4%	17%

<u>2013 - 2021</u>	<u>2019 - 2020</u>	<u>2020 - 21</u>
45% Gained Paid Employment (30)	18% Gained Paid employment (2)	73% Gained Paid employment (8)
15% Gained Voluntary Employment (10)	9% Gained Voluntary employment (1)	9% Gained Voluntary employment (1)
60% in Employment (28)	27% in Employment	82% in Employment
23% continued education at College (15)	27% continued education at College (3)	18% continued education at College (2)
	46% continued on the internship for another Term	
17% Other Pathways (NEET - 6)	0% Other Pathways (NEET) (0)	0% Other Pathways (NEET) (0)

Implementation - Action Plan

Strategic objective 1 Develop a whole school ethos to CEIAG, fully embedding careers in all curriculum areas. Benchmarks: 2,3,4,7				
Year	Targets	Actions	Responsible	Impact
Year One 2021 - 2022	Encourage all departments to lead CEIAG initiatives within their subject areas.	Present Careers strategic plan to all Curriculum Co-ordinators. Incorporate a careers emphasis into LTP.	S Alcock J Dyer Curriculum Co-ordinators	
	Introduce Skills Builder to EMI Pathway.	Staff receive CPD on Skills Builder.	F Woods	
	Introduce GMACS into EMI pathway.	IT Team to support implementation and accessibility of GMACS. Attend on-line webinars and GMACS training. Disseminate training to staff. Complete Matchmaker and Learning style quiz to get started with. Can use tool to look at trends of career sectors of interest to students and help to inform future CEIAG planning. Encourage dialogue between parent/carer and student.	F Woods / J Dyer	
Year Two 2022 - 2023	Departments implementing CEIAG initiatives in their subject areas.	Staff are talking about careers in lessons.	S Alcock J Dyer Curriculum Co-ordinators	
	All departments, organising and planning 'employer encounters' within their curriculum areas. Skills Builder implemented by SFI and EMI	Skill Builder logos used to introduce topics and career related learning across all faculties.	F Woods / M Hanson	

	Extend the use of GMACS	Appoint careers champions to lead on subject projects relevant and create links with businesses. Extend the use of GMACS into SFI / Internship Pathways.	F Woods / M Hanson	
Year Three 2023 - 2024	Faculties take ownership of and lead CEIAG initiatives in their subject areas. Skills Builder widely used in school	Staff are using Skill Builder logos in teaching. Project based learning used by all faculties. Links with business employers embedded and projects ongoing.	S Alcock J Dyer Curriculum Co-ordinators F Woods M English	
<p>Strategic objective 2</p> <p>Actively involve students and parents in the planning, delivery and evaluation of our Careers programme.</p> <p>Benchmarks: 2,3,6</p>				
Year	Targets	Actions	Responsible	Impact
Year One 2021 - 2022	Introduce Compass + to build a portfolio of achievements and successes Raise profile of Careers Education at Redwood	Compass+ introduced to all students and information. Shared with parents yearly through Annual Reviews. Promote CEIAG in the newsletter. Careers and LMI promoted at Parents Evenings. Termly information sessions for parents. School website to be updated with LMI. Regularly updated Parental Engagement plan written.	S Alcock J Dyer	
Year Two 2022 - 2023	Raise awareness of post 14 Vocational Options Post 16 and post 19 pathways Increased number of parents attending info sessions	Students and parents to regularly review Compass+ profile Presentations (live or virtually) to parents students in relation to Vocational options and Post 16 pathways Bespoke employability workshops for year 11 and post 16 students. Parent & student safari (LMI) to be arranged.	S Alcock M Hanson Justin Henderson	
Year Three	Increased awareness of pathways for all students	Faculties display and use LMI in classrooms.	S Alcock J Dyer	

2023 - 2024	Engagement/attendance with 1:1 guidance meetings Increased number of parents at options and parents evenings/events	Whole year group visit to University / FE Colleges (Year 7). Employer encounters to be incorporated into lessons through employer links. Possible Celebration Evening for students to showcase talent and achievement.	Justin Henderson	
-------------	--	--	------------------	--

Strategic objective 3

Develop a programme of 'employer encounters' within curriculum areas by creating a network of employer and educational providers to support learning (Increased emphasis around our sector focus of construction).

Benchmarks: 3,4,5,6

Year	Targets	Actions	Responsible	Impact
Year One 2021 - 2022	Develop links with organisations and build on existing relationships Increase variety of businesses / organisations we work with - Sector - Size Track careers interactions to ensure coverage across all students in all year groups as appropriate	Meet with targeted organisations and get service level agreements in place (see external engagement plan – appendix 7) Review tracking system, Identify and fill gaps. Highlight students that need specific or additional support and put this into practice Look at using our existing bank of employers e.g internship contacts and see if they would be willing to offer something virtually for MSB.	S Alcock J Dyer M English F Woods	
Year Two 2022 - 2023	Develop an ALUMNI of support. Work more closely with Enterprise Adviser Continue to increase variety of businesses / organisations we work with Work more effectively across the 'Community of Practice' to share resources and contacts for the benefit of all pupils	Start collecting data from leavers to keep in touch with them Set up data capture process and system for storing information Set up social media account to attract/contact former students Maintain current external relationships	S Alcock J Dyer M English F Woods	

Year Three 2023 - 2024	Increase employer and education links within curriculum areas (link to ob1)	Careers champions to work on implementing and embedding this Match up ALUMNI with facilities relating to experiences and interests.	S Alcock J Dyer M English F Woods	
Strategic objective 4 To further develop work experience across the organisation Benchmarks: 2,3,4,7				
Year	Targets	Actions	Responsible	Impact
Year One 2021 - 2022	Reintroduce Work experience from Years 11-14 in MSB.	11.1/11:2 / ALG2 (students on Boost pathway) to be offered a 1 week work placement. Yr 12 1 day a week – 2 terms. (REEC) Yr 13 1 day a week – 3 terms. (REEC) Yr 14 Internship programme. 4 days a week placement. Look to adapt evolve paperwork and encourage staff planning on visits within the community to consider Careers as another outcome from their visit. Reintroduce (internal & External) opportunities for SFI pathway to engage in experiences of work.	S Alcock J Dyer M English F Woods M Hanson	
Year Two 2022 - 2023	Incorporate employer engagement into Skills Builder – Team programme.	Explore possible work experience placement opportunities for SFI pathway. Explore possible work place visits to support skills builder / team programme.	S Alcock J Dyer M English F Woods M Hanson	
Year Three 2023 - 2024	Review work experience and look at other opportunities to increase participation in line with current offer.			

Further areas for development:

- Create a system which allows us to collect and maintain accurate data for each pupil on their destinations after they leave school- specifically Post 19 destinations- to help support Benchmark 3.
- Increase meaningful encounters with independent training providers to support Benchmark 7. Re-visit the “have a go” sessions and re-establish our link with Mantra.
- Regularly evaluate our CEIAG programme with feedback from pupils, parents, teachers and employers using the evaluation form we have developed- to help support Benchmark 1.
- To Increase the profile of the school using social media - Showcasing examples of successful outcomes for previous students in a highly visible way.
- To develop vocational learning and accreditation. To incorporate careers into the new Life skills curriculum through Vocational strands and liaise with Life skills Co-ordinator and Careers and futures Advisor to audit the delivery of the careers units to ensure students are challenged at all levels.
- To ensure that ‘industry’ standard recognised qualifications in catering, construction, health and safety and office skills are joined with existing curriculum planning for the academic year and completed / certified by the end of 2022.
- To enhance the new curriculum by introducing the Skills Builder in Post 16 Build and boost Pathways, 8 essential skills to develop employability within the next academic year.
- To further develop GMACS (The Greater Manchester Apprenticeship & Careers Service) to enable young people to explore and design their next steps before leaving school. This showcases what Greater Manchester can offer and provides a direct way to apply for courses, jobs and apprenticeships. GMACS introduced to EMI Pathway. Assess the impact and possible widening of programme.

Impact - Monitoring and Evaluation Plan

A detailed monitoring and evaluation plan can be found in appendix 8.

The careers programme at Redwood is delivered through a variety of curriculum areas such as PSED/Lifeskills and the vocational curriculum, as part of the tutorial programme, within curriculum areas as well as bespoke opportunities, activities and events ran by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this inform our future decision making.

Monitoring activities adopted by Redwood are:

- Learning walks
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Whole school careers tracking
- Compass+ Audit

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities adopted by Redwood are:

- Analysis of whole school careers tracking
- Feedback from personal guidance interviews
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Destination data

Each academic year the Careers Leader will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited utilising the Compass+ tool each term.

IMPACT

Increase in employer engagement and encounters, leading to wider job opportunities
Increase in the number of internship 'hubs' creating wider opportunities for students to develop towards employability.

Students successfully securing employment despite difficult employment conditions (evidenced through destination data)

Successful Transition to college as students equipped with the tools to cope with significant life changes.

Significant impact on individuals able to access work in relation to preparation for Adulthood and future life prospects.

Raising Aspirations for students and the Rochdale community whilst developing a better understanding of the world of work.

Providing an ethos of striving towards individual personal bests at every level.

Appendix 1 – SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Employer engagement successful pre and internship programme • Meeting individual student’s needs – ensuring they have a voice. Successful partnership working with external agencies (Careers & Enterprise company / Positive Steps) • Positive post school destinations. • Strong external partner relationships developed 	<ul style="list-style-type: none"> • Staff response to CEIAG specific actions and feedback • Redwoodian / Redwoodian extra rewards • CEIAG offer to the more complex learner and engagement opportunities • Priority shifted to Post-covid-related issues (RA’s etc) • Vicky McManus (Futures Advisor) regularly used to cover lessons, leading to resignation

Opportunities	Threats
<ul style="list-style-type: none"> • Coffee @ the Craven In partnership with Springhill Hospice and Newbridge college, Redwood Supported Internship will be running and managing a tea room / coffee shop located at the Craven Pub in Balderstone. The partnership aims to reinstate ‘The Craven’ as a popular eatery, that will provide practical catering and hospitality experience for interns. • Interns @ The Royal Toby. As we step into 2022 it is with great enthusiasm that we announce a very exciting project - Interns @ the Royal Toby. In partnership with the Royal Toby, Redwood Supported Internship will initially start with two interns working alongside permanent staff, providing a service for the local community whilst developing essential work skills with the catering and hospitality sector. • Redwood Café – Opportunity to develop our own Café with Post 16, providing ‘real’ experiences of the workplace within a supported setting. 	<ul style="list-style-type: none"> • Impact of Covid-19 • Changing work opportunity landscape • Decreasing placement Opportunities with ‘traditional’ employers especially within the LA (Riverside) and Care Homes as a result of Covid-19 • Not enough Intern students for work opportunities

Appendix 2 – Current State

Benchmark	%	Areas to be addressed
<p style="text-align: center;">1</p> <p>A stable careers programme</p>	100	<p>Actions</p> <p>To ensure documentation and practice is evidenced towards the 8 Gatsby Benchmarks by September 2021.</p> <p>To further develop / Planning of a ‘whole-school’ CEIAG programme, covering Y7-14.</p> <p>To regularly review and audit CEIAG provision through ‘Compass+’ to evaluate careers activity against the eight benchmarks of best practice – the Gatsby Benchmarks.</p> <p>To discover strengths and find areas for improvement provide a confidential report and resources to achieve each benchmark.</p> <p>To regularly evaluate the careers programme with feedback from students, parents, teachers and employers as part of the evaluation process.</p> <p>To increase parental involvement in reviewing provision of CEIAG.</p> <p>To develop a student and parental questionnaire / survey.</p> <p>To produce information for the website specifically targeting employers.</p> <p>Record CEIAG events on Compass +</p> <p>Update CEIAG Action plan</p> <p>Audit and update CEIAG website</p> <p>Analyse staff survey to ascertain development points.</p> <p>Target Careers information in Years 7, 8 &9.</p> <p>Showcase examples of successful outcomes for previous students in a highly visible way.</p> <p>To produce student proforma’s highlighting student ‘voice’ and testimonies.</p> <p>Analyse Post 19 destinations data.</p> <p>To Increase the profile of CEIAG within school using social media.</p> <p>To continue to utilise Facebook / Twitter more effectively.</p> <p>To update the CEIAG notice board.</p> <p>To produce employer testimonies.</p> <p>Engage with parents at Parents Evening.</p> <p>To calendar transition visits between Year 11 and Year 12 pathways.</p> <p>Exploring possible links with Oulder Hill to allow attendance of appropriate Redwood students at main school events.</p> <p>To incorporate careers into the new Life skills curriculum through Vocational strands and liaise with Life skills Co-ordinator and Careers and futures Advisor to audit the delivery</p>

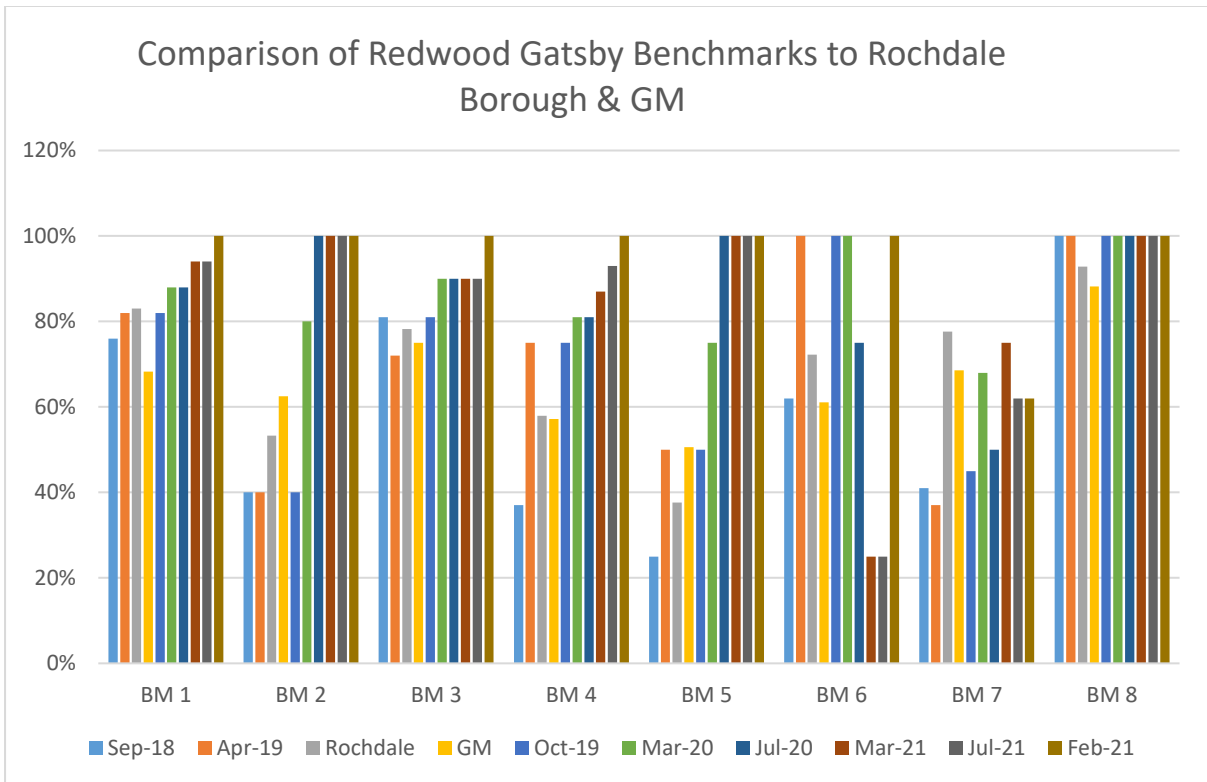
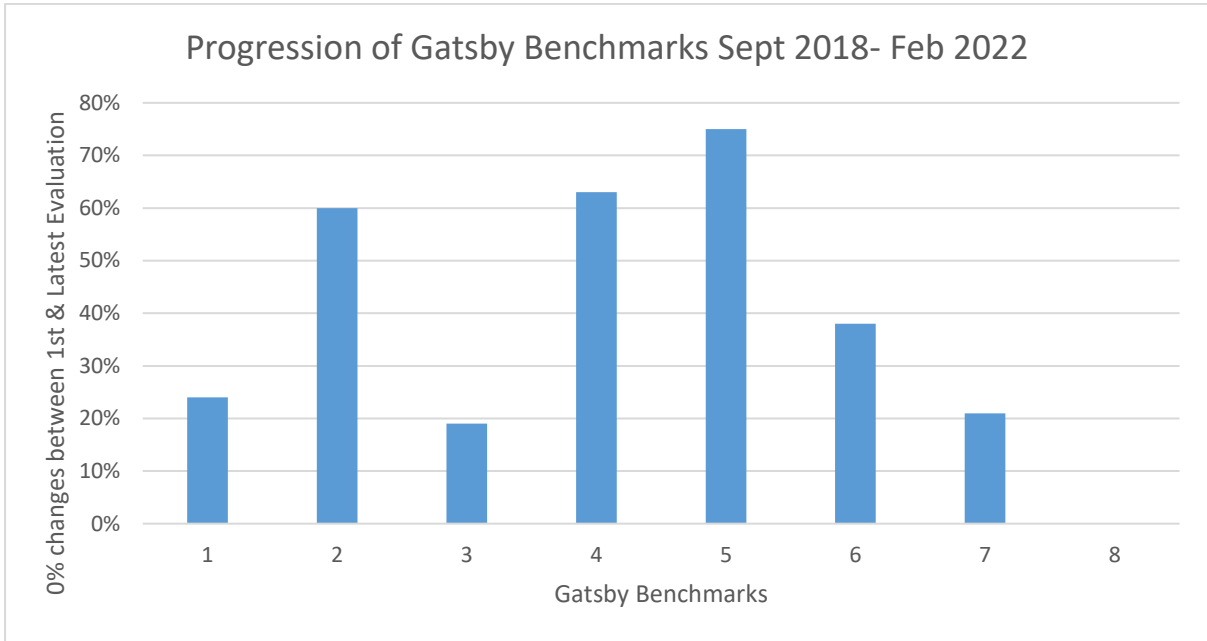
		<p>of the careers units to ensure students are challenged at all levels.</p> <p>To ensure that 'industry' standard recognised qualifications in catering, construction, health and safety and office skills are joined with existing curriculum planning for the academic year and completed / certified by the end of 2022.</p> <p>Ensure CEIAG Action Plan is approved by the board of Governors.</p> <p>Arrange a meeting with our link Governor Colin McKenzie.</p>
2 Learning from career and labour market information	100	<p>To ensure all students and parents have access to high quality information about future study options and labour market opportunities.</p> <p>To access and present current and accurate LMI and disseminate this information via the website and through internal displays.</p> <p>To distribute LMI information to specific curriculum areas for discussion / prominence in class.</p> <p>To analyse our own destination data to identify the industries, students from Redwood are entering and display this prominently.</p> <p>To continue to update individual Case-studies</p>
3 Addressing the needs of each pupil	100	<p>Explore options to keep systematic records on each pupil's experiences of careers and enterprise activity using Compass+.</p> <p>To record employer encounters through the Redwoodian Award.</p> <p>Enable pupils to access accurate record about their careers and enterprise activity.</p> <p>Keeps records of each pupil's experiences of career activity</p> <p>Be able to report on this when it comes to producing for other curriculum areas and share in written report in the same way other subject areas do for progress/achievement. This will also raise the profile of careers education across Redwood.</p> <p>Collect and maintains accurate data on their destinations (3 years)</p> <p>Redwoodise Sample letter just needs sending out and time built into either termly or more regularly to be able to gather the data.</p> <p>Upload pupils experiences of CEIAG so far onto Compass + to identify trends of work and where the gaps are to assist when planning future activities with the school cohort.</p>
4 Linking curriculum learning to careers	100	<p>To ensure subject teachers support the school's approach to careers education and guidance by seeking out further opportunities within their individual curriculums to promote</p>

		<p>careers (and the skills required within those careers) within their subject areas and pedagogy</p> <p>To look into developing a quality assurance mechanism for careers delivered in the curriculum in September.</p> <p>To conduct a 'new' Audit of how curriculum areas are incorporating Careers into their curriculum areas.</p> <p>To ensure each of the 7 Departments has generated an opportunity for an employer encounter linked to their curriculum area.</p>
5 Encounters with employers and employees	100	<p>To increase employer encounters and expectations particularly targeting Year 7, 8 & 9. To develop the Enterprise Advisor Network Bronwyn Rapper (Enterprise Co-ordinator GMCA)</p> <p>To use internship contacts to run workshops.</p> <p>To re-introduce Careers day.</p> <p>To arrange for past students to talk about their experience now either in College or in employment.</p> <p>Develop a 'digital / online' plan targeting the construction industry using the contacts from PLP, Wilmott Dixon and inspiring young people.</p>
6 Experience of the workplace	100	<p>To increase participation and ensure all MSB students have had a meaningful experience of a workplace by Year 11 through the widening of work experience.</p> <p>To continue to plot 'Experiences of Work' across the whole school using Compass+.</p> <p>To plan Year 12 Work experience for EMI / SFI.</p>
7 Encounters with further and higher education	62	<p>To arrange meaningful encounters with universities</p> <p>Have had at least 1 meaningful visit to universities to meet staff and students.</p> <p>To provide opportunities to encounter independent training providers such as MANTRA</p> <p>Organise an external apprenticeship presentation for REEC students.</p> <p>Utilise internal 'Apprentices' to lead sessions with Year 11 and Post 16 students.</p> <p>Research and identify possible Entry 3 apprenticeships (and how these can be accessed)</p> <p>Exploring HHC or other colleges to incorporate their virtual tour into our work with students with all year groups not just those in transition.</p> <p>Continue to build Partnerships with HHC and RSFC</p>
8 Personal guidance	100	<p>To ensure every student has opportunities for guidance with a Careers Adviser. To ensure every student should have at least one such interview by the age of 16 and the opportunity for a further interview by the age of 18. To ensure all students have a career action plan.</p>

Appendix 3 – Gatsby Benchmark Progress

Gatsby Benchmarks	Redwood Results implementation (Sept 2018)	Redwood Results implementation (April 2019)	Redwood Results Implementation (Oct 2019)	Redwood Results Implementation (Mar 2020)
1. Stable Careers Programme	76%	82%	82%	88%
2. Learning from career and labour market information	40%	40%	40%	80%
3. Addressing the needs of each pupil	81%	72%	81%	90%
4. Linking curriculum learning to careers	37%	75%	75%	81%
5. Encounters with employers and employees	25%	50%	50%	75%
6. Experiences of workplaces	62%	100%	100%	100%
7. Encounters with further and higher education	41%	37%	45%	68%
8. Personal Guidance	100%	100%	100%	100%

Gatsby Benchmarks	Redwood Results Implementation (July 2020)	Redwood Results implementation (Mar 21)	Redwood Results Implementation (July 21)	Redwood Results Implementation (Feb 22)
1. Stable Careers Programme	88%	94%	94%	100%
2. Learning from career and labour market information	100%	100%	100%	100%
3. Addressing the needs of each pupil	90%	90%	90%	100%
4. Linking curriculum learning to careers	81%	87%	93%	100%
5. Encounters with employers and employees	100%	100%	100%	100%
6. Experiences of workplaces	75%	25%	25%	100%
7. Encounters with further and higher education	50%	75%	62%	62%
8. Personal Guidance	100%	100%	100%	100%



Gatsby Benchmarks	Your Result	% schools fully achieving this Benchmark nationally	% schools fully achieving this Benchmark in hubs Greater Manchester	% schools fully achieving this Benchmark in LEPs Greater Manchester
1. Stable Careers Programme	94%	27%	53%	28%
2. Learning from career and labour market information	100%	52%	78%	56%
3. Addressing the needs of each pupil	90%	25%	25%	16%
4. Linking curriculum learning to careers	87%	45%	53%	36%
5. Encounters with employers and employees	100%	58%	64%	47%
6. Experiences of workplaces	25%	52%	56%	52%
7. Encounters with further and higher education	75%	30%	56%	41%
8. Personal Guidance	100%	61%	94%	80%

COMPASS +

THE CAREERS LEADER DASHBOARD

16th February 2022- Compass Evaluation (Action Plan)

With Bronwyn Raper

Enterprise Coordinator for Rochdale & Tameside

Greater Manchester Combined Authority

Diane Norburn

SEND Enterprise Co-Ordinator

Gatsby Benchmark	Follow up action required.	By Whom? By When?
<p>Benchmark 1- Is approved by the board of Governors</p> <p>Your whole school careers programme is written down - Development</p>	<p>Arrange a meeting with our new link governor (Colin McKenzie) Develop a parental survey. Explore ways to implement this - school website currently in development. Ensure Students are surveyed after each CEIAG activity/experience undertaken.</p> <p>Add roadmap onto the student's page on the website.</p>	<p>Simon to look into setting this up during the Spring Term. Simon / Jodie</p> <p>Simon to produce a student CEIAG survey. Jodie to ensure this gets sent to each class involved in a CEIAG Activity and ensure these are completed. Simon / Jodie / IT Team</p>
<p>Benchmark 2 – Learning from Career & Labour Market Information</p>	<p>LMI disseminated to MSB students on a termly basis.</p>	<p>Jodie to research and share LMI information with MSB Form Tutors to disseminate during tutor time/assembly on a Termly basis.</p>
<p>Benchmark 3 – Collect and maintains accurate data on their destinations (3 years)</p> <p>Benchmark 3- Addressing the needs of each pupil</p> <p>Benchmark 3- Keeps records of each pupil's experiences of career activity</p>	<p>Produce a sample letter to be distributed to year 11's, Year 14's and leavers to give permission to track destinations.</p> <p>Ensure through constant communication with All Staff that CEIAG activities are documented and sent to Jodie to be recorded on Compass +.</p> <p>Continue to regularly upload pupils experiences of CEIAG onto Compass + to identify trends of work and where the gaps are (within specific groups/cohorts) to assist when planning future activities with the school.</p> <p>Be able to report on this in the same way other subject areas do for progress/achievement. This will also raise the profile of careers education across Redwood.</p> <p>Update preparation for Adult templates for Annual Reviews with CEIAG specific Information</p>	<p>Simon to produce the letter, Jodie to send out to all 'Leavers'.</p> <p>Jodie</p> <p>Simon</p> <p>Simon</p>

<p>Benchmark 4 - Linking curriculum learning to Careers.</p>	<p>To look into further mapping where careers is discreetly taught across the curriculum throughout the year. Update careers across the curriculum documentation Plan for Sept 2021 staff to be challenged within their curriculum areas to link in with 1 employer encounter either face to face / virtual as part of their curriculum planning.</p>	<p>Simon Simon Jodie to continue to 'push' 'Meet my Future' events and to regularly email curriculum leaders about this obligation. Jodie to record this information. Simon to produce template to record this information on. Jodie to update.</p>
<p>Benchmark 5 - Encounters with employers and employees</p>	<p>Development – Think about our Year 7/8 Cohorts. What can we do to engage them? Look at our existing visitors to school- can we use this opportunity to ask them to talk a little about their journey to employment and about their job role. Continuing to use our existing circle of support – explore setting up a Year 7 meet the governor's session. Equally how can our governors support with employer engagement? Engage SALT / Physios / Apprentices into meeting with students and discussing the World of Work.</p>	<p>Simon / Jodie</p>
<p>Benchmark 6 - Experiences of workplaces</p>	<p>Plan Year 11 MSB Work Experience Ensure all have had a meaningful experience of a workplace or community-based setting by the end of year 11 Plan towards all SFI students to have obtained a meaningful experience of a workplace or community-based setting during years 12 and 13 (or above 13 if applicable)</p>	<p>Fran / Jodie / Marie / Simon Fran / Matthew</p>
<p>Benchmark 7 - Have had meaningful encounters with further education colleges</p>	<p>Focus on improving engagement with Training Providers</p>	<p>Simon / Jodie</p>
<p>Additional CEIAG Developments Coffee @ the Craven Interns at the Royal Toby Update paperwork Work Experience Improving the Internship Environment</p>	<p>Develop opportunities for a new Hub @ Coffee at the Craven. Provide opportunities for Pre-interns / SFI students on a Friday. Update CEIAG Action Plan Update CEIAG Website Update CEIAG 'Dashboard' Update Destinations 'Dashboard' Update Compass Comparison Document Start Planning for Year 11 Work Experience – Book Placements - W/C 27th June / W/C 4th June Develop opportunities to improve the working environment at the internship. Including cooking facilities.</p>	<p>Simon / Marie Simon Simon Simon Simon Simon Fran / Jodie / Simon Marie / Simon</p>

Other Actions:

1. GMACS – Vicky to speak with Simon about the roll out of this with other year group's now- in line with the action plan sent from Bronwyn with what the focus should be i.e Matchmaker, Learning Styles. Perhaps ALG groups, 9.1 and 10.1 and pick up with SFI 1 about their progress.
2. Employer encounters data. Vicky to speak to Marie about including placement information on students onto compass plus so this experience will show on individual records.
3. Trial this year Vicky to use the consent letter to gain permissions to track destinations of leavers post 19 – ideally for a year.

Appendix 4 – Year Group Careers Objectives and Outcomes

Year Group	Content	Objectives	Measurable Outcomes	CEIAG Activity
7 Discover	<ul style="list-style-type: none"> Explore different jobs in school, home and community Students describe themselves to each other Start to explore jobs based on their own personalities – discuss choices 	<ul style="list-style-type: none"> Discover own strengths, interests and qualities Talk positively about their future 	To identify own skills and qualities.	Virtual open day college link shared. Career Challenges link shared. App presentation shared ASK.
8 Explore	<ul style="list-style-type: none"> Students explore opportunities for women in STEM Progression routes post School Is it realistic- research entry requirements 	<ul style="list-style-type: none"> Be aware of LMI and what it means to them Describe the organisation and structure of different types of businesses 	To make reasoned choices about their future.	Virtual open day college link shared. Career Challenges link shared. App presentation shared ASK.
9 Focus	<ul style="list-style-type: none"> Enterprise activities Look at wages. Write a simple budget. Know how to prepare and present yourself when going through a selection process- e.g school council 	<ul style="list-style-type: none"> Identify and utilise personal networks of support – careers adviser Show that you can manage a personal budget and contribute to household and school budgets 	To develop yourself through careers, employability and enterprise education. Learning about Careers and the world of work. To develop career management and employability skills.	Digital Her event. Speed networking. Introduction to Positive Steps. Virtual open day college link shared. Career Challenges link shared. App presentation shared ASK.
10 & 11 Plan	<ul style="list-style-type: none"> Work as a team member to complete 1 	<ul style="list-style-type: none"> Themes- Employability 	An understanding of the workplace – research.	Work Experience

<p>Decide</p>	<p>work related task</p> <ul style="list-style-type: none"> • Communicate jobs of 3 known people • Choose 2 preferred job ideas • Recognise 3 requirements of a chosen job • Identify different job sectors available locally • Investigate a company and find out size how many staff, product they sell, where etc. • Recognise health and safety signs in the workplace 	<p>skills (Team work)</p> <ul style="list-style-type: none"> • Making informed career choices • Investigating Work and Learning Opportunities • Researching a work place • Right and responsibilities in the work place 	<p>Understanding of rights and responsibilities as an employee.</p> <p>Making an informed choice about future pathway.</p> <p>To identify post 16 pathways.</p>	<p>FE taster day –HHC Post school transition visits. Careers Fair – Skills north west. Virtual Careers Chats – construction employers. Virtual open day college link shared. Career Challenges link shared. Progression and pathway meetings. App presentation shared ASK.</p>
<p>12</p> <p>Research</p>	<ul style="list-style-type: none"> • Enrichment • College visits • GMACs • Work Experience • Careers Fairs 	<ul style="list-style-type: none"> • To research post School options 	<p>To research routes available.</p> <p>To further develop independence skills</p>	<p>Virtual open day college link shared. Career Challenges link shared. Barclays life skills session. App presentation shared ASK.</p>
<p>13 & 14</p> <p>Prepare</p>	<ul style="list-style-type: none"> • Transition visits- e.g college • Work Experience placements • Speakers outside partners • Meet with Careers Adviser 	<ul style="list-style-type: none"> • Spend time in post school placement • Ensure relevant information is passed on to assist smooth transition • Source relevant work / 	<p>Successful transition to next step.</p>	<p>Virtual open day college link shared. Career Challenges link shared. Progression and pathway meetings. Transition events –</p>

		<p>experience opportunities</p> <ul style="list-style-type: none"> • Confirm plans post School 	<p>virtual. Exploring team meeting with HHC students. Barclays life skills session. App presentation shared ASK. Internship / Pre-Internship.</p>
--	--	---	---

Appendix 5 – Careers Programme / Journey



Throughout a student’s career journey at Redwood students will have access to:

Annual meeting to review EHCP with all agencies involved. Pastoral and subject specific Parents Evenings. Weekly access to an impartial Careers Advisor from Positive Steps for general guidance and action planning for the future. Access (3 days a week) to our ‘futures’ advisor. Bespoke visits to Post 16/19 Provision opportunities. Taster Days and visits to local colleges. Choices – The Greater Manchester Skills, Careers and Apprenticeships Exhibition. Local and regional Careers Fairs & Events. Weekly Functional Literacy, Numeracy, ICT, PSED and Vocational Education sessions at differentiated levels to provide students with skills, knowledge and experiences as they prepare for adulthood. Experiences of Work. Work experience where appropriate. Motivational / inspirational speakers invited into assemblies. Annual Careers focus week. Regular ‘Enterprise’ activities promoting work skills and teamwork through production, marketing and sales. Independent Travel Training.

Secondary

Preparing Lifeskills (ENB/EXB)	Experiences of the World of Work to raise awareness of the wider world around us. Experiencing the world around them through engaging in activities in the local community. Involvement in Enterprise Activities.. Internally accredited work focussing on developing communication and interaction in school and within the local community. Engaging in community activities and developing self-help and independence.
Working Life MSB	Transferable life skills taught through vocational subjects linked to careers. Financial capability and managing money focus in Maths. Communication / Functional Literacy and letter writing focus in English. Group and 1:1 sessions with Positive Steps Advisor (Janet Hill) Futures Advisor (Jodie Dyer) and Assistant Headteacher responsible for Transition (Simon Alcock) to explore options Post 16. Independent Travel Program.

Post 16

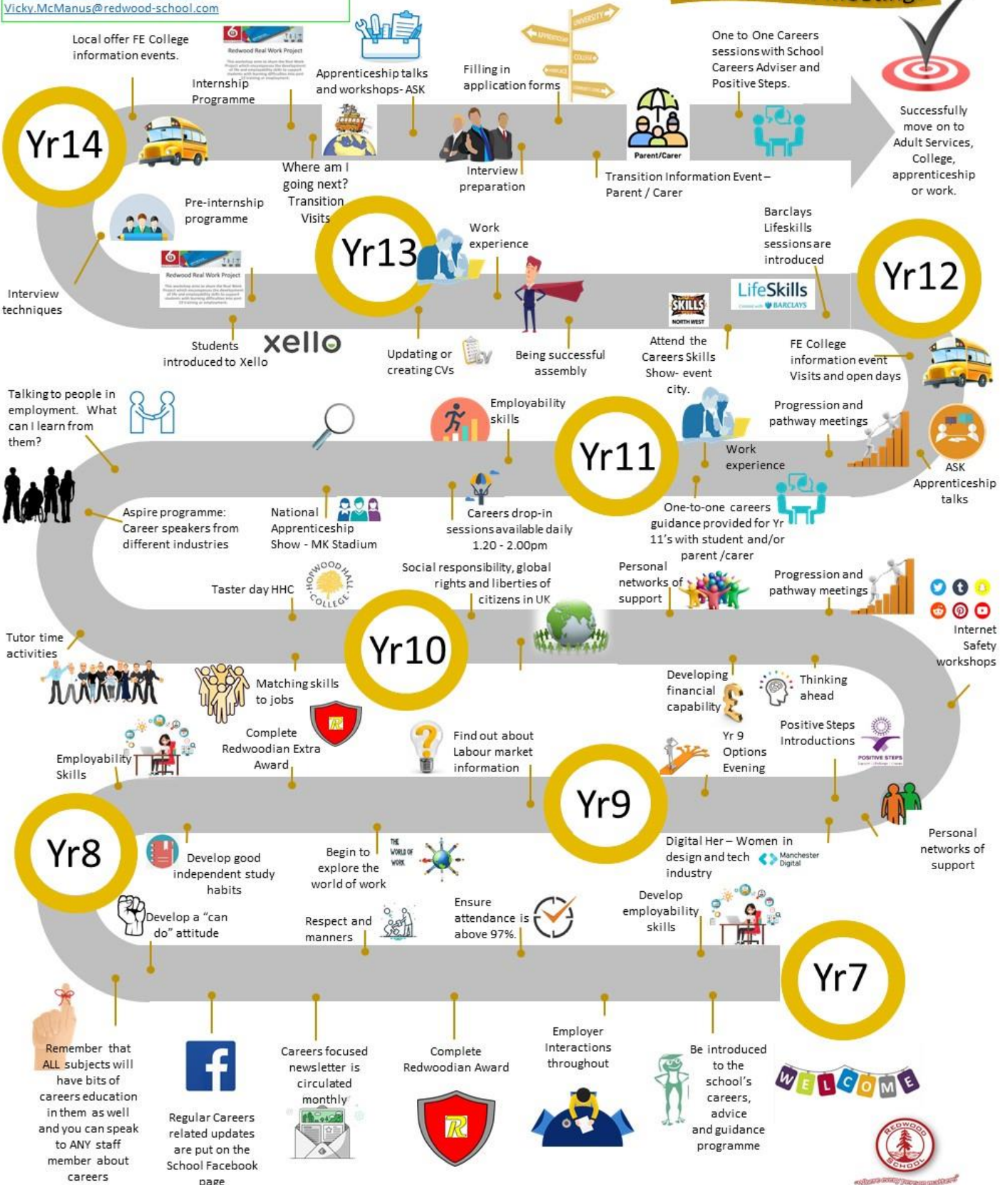
Preparing Lifeskills (ENB/EXB)	Further experiences of the World of Work to raise awareness of the wider world around us. Internal work focussing on developing communication and interaction in school and within the local community through which personal, social and independence skills can be developed. Engaging in community activities and developing self-help and independence. Bespoke Transition programme in Year 14 into personalised Social Care Provision or Further Education if appropriate.
Skills for Independence	Weekly Vocational Education programme raising awareness about working life, experiencing job roles and exposure to work. Independence skills are delivered throughout the complete curriculum, with

	<p>reference to EHCP outcomes and AR targets where appropriate. Students also experience Vocational Education. Transition programme into Further Education through visiting a range of local colleges and accessing 'Taster' sessions on specific Post 19 courses of interest, interviews and assessment days. Or, Bespoke Transition programme into Social Care Provision for students with complex needs for whom Further Education is no longer appropriate.</p>
<p>Employability and Independence</p>	<p>1 day per week Vocational Training programme focusing on 4 areas: Domestic / Catering, Gardening / Horticulture, Sports Industry, Data Input / Reception work and Office Admin Skills. 1 day per week, students engage on a work Preparation programme exploring employability skills, leading to a weekly Work Experience placement. Entry 1 to Level 2 in Functional Maths, English and ICT, Employability Skills and Personal Development to stretch and challenge the students as they gain they gain qualifications to enable them to go onto further training and employment opportunities. Students engage with a 1 day weekly Pre Internship placement in Year 13 in preparation for Supported Internship in Year 14. Students also work on Personal Vocational Profiles, Employability Skills, Maths, English, ICT, PSED, Work Experience Preparation, Work Experience and Pre-Internship Placements.</p>
<p>Supported Internship</p>	<p>Access to 'real life' working situations through 4 day per week placements in the work place with real employers and co-workers. Students complete 3 placements annually. Work trials leading to employment. Employer engagement opportunities by meeting staff and managers both in formal interview situations and social networking events. Parental engagement through formal termly progress reviews and reports and informal coffee mornings and events. Weekly Well Being day focusing on applying functional skills for life through Maths, English, PSED, Independent Travel and recreational sessions promoting independence and social skills. Annual Graduation Ceremony to celebrate achievements in gaining employment, voluntary work and / or places on further education pathways. Bespoke Transition programmes either supporting students into Employment or Further Education.</p>

Careers Journey @ Redwood

We support key events during the year throughout the school

Careers Team:
Simon Alcock (CEIAG Lead)
Vicky McManus Prendergast (Futures Advisor)
email:
simon.alcock@redwood-school.com
Vicky.McManus@redwood-school.com



Appendix 6 – Internal & External Engagement Plan

Contact 1 – Brian Brady – Retail Development Manager @ Springhill Hospice (Coffee @ The Craven)				
Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
Agreement in place to run Craven Café alongside students from Newbridge.	Café up and running providing placement opportunities for interns and Work Experience for Post 16 students by May 2022.	Craven Café cleared. Interview process initiated.	When appointed, staff and interns identified and food, health and hygiene qualifications to be completed.	Planned opening May 2022.

Contact 2 – Manager @ The Royal Toby				
Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
				September 2022.

Contact 3 – Martin Berry CEO / Owner City Build Construction Company				
Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
Intention to build links with the company and access building sites.	Work Experience / Internship placements. Support with accessing CSCS card.	To see how we can work on delivery something for our students in line with sector focus of construction.	Marie to continue to make contact and develop further relationships..	After half term.

Organisation Name	Contact First Name	Contact Last Name	Job Title
Apprenticeship Support and Knowledge for Schools (ASK)	Matt	Leigh	Programme Manager
Army	Simon	Bond	Army Careers Adviser
Barclays Lifeskills	Tom	Owen	Programme Co-Ordinator
Bury College	Christine	Chartres	Team Leader- Foundation Studies
Careers Hub - NHS	Josie	Hynes	Careers Hub Co-Ordinator
Dogs trust	Melanie	Tomkins	Education and Communication Officer
GMP	Stephanie	Schora	PCSO
H Bell & Sons LTD	Louise	Scott	Accounts Manager
Hopwood Hall College	Jane	Slater	Engagement Officer
Ingeus- In work GM	Shaid	Shakoor	Integration Co-Ordinator (Rochdale)
Invest in Rochdale	Carol	Hopkins	Business & Investment Manager
JD Sport Fashion PLC	Nazma	Ghafoor	Apprenticeships & Early Careers Manager
Job Centre Plus	Karen	Mee	Job Centre Plus- link adviser to School
Manchester Smart Motorways	Ann	Duffy	Social Value Manager
Mantra Learning	Zack	Grimes	Marketing and Apprenticeship recruitment manager
Not part of an organisation			
Oulderhill Leisure Centre	Nikki	Jackson	Leisure Centre Manager
PLP Construction	Joanne	James	Director
Possabilities	Karen	Kenny	Employment Team Manager
Princes Trust	Michael	Taylor	Team Leader
Reaseheath College	Lisa	Sharp	Course Manager
Retired			
Rochdale AFC	Siobhan	McElhinney	Community Sports Trust Assistant Manager
Rochdale Music Service	Liz	Jacobs	Head of Service
School of Electric Music	Tom	Lonsborough	Music production and composition tutor
Springhill Hospice	Barbara	Lloyd	Community Support Fundraiser
Team Karting	Matty	Street	Manager
The Manchester College	Nazmin	Sultana	SEND Transition Officer
Transport for Greater Manchester	Stewart	Connell	Senior Duty Manager
Volunteer Police Cadets	Catherine	Harrison	Police Cadet Development Officer
Wilmott Dixon Construction LTD	Nicola	Tyson-Lightfoot	Social Value Manager

PRE-INTERNSHIP PLACEMENT MANAGERS

RMBC Adult Care	Sophie Turner Gail Johnson	Manager
RMBC Economic Affairs	Steph Rush David Broome	Manager
RMBC Domestic	Julie Mottram	Manager
RMBC Human Resources	Kate Moore	Manager
RMBC Library	Joanna Yeomans	Manager
RMBC Early Years (FL4)	Simone Whitehead	Manager
RMBC Rans (FL4)	Debra Joinson	Manager
RMBC Education Health Care (FL4)	Tracy Peplow	Manager
RBMC Bean Cafe	Jonathan Morris	Manager
RMBC Music Services	Liz Jacobs	Manager
RMBC Legal Department	Loretta Smith	Manager
RMBC Environmental Health	Mike O'Keefe	Manager
RMBC Finance	Carolyn Jackson Christine Aspinall	Manager
RBMC Leisure Centre	Donna Matley Jack Lyons	Manager
RMBC Stationery Dept	Adam Clegg Building Manager	Manager
RBMC Practice improvement, childrens services	Brendon Richards Vivien Taylor	Manager
RMBC Health & Safety	Patricia Higgins	Manager
RBMC Adult services (commissioning Department)	Sally Cook Mike O'keefe	Manager
RMBC Estates and Parks – Green Lane	Gerard Proudman Tracy Hibbert	Manager
RMBC Catering	Mary Bottomley	Manager
RMBC Reception/ Porter	Dorothy Johnson	Manager
RMBC Clock Tower	Paul	Manager
Looks after Mayor	Molly Wood	Manager
Touchstones Local studies	Janet	Manager
Costa Coffee	Matthew Buckley	Manager

INTERNSHIP PLACEMENT MANAGERS

Café Aroma	Wendy Cotterill	Manager
Community Café	Wendy Cotterill	Manager
B.Kitchen	Wendy Cotterill	Manager
Community Hub Respiratory	Trish Darly Matthew Nugent Michelle Hollick	Manager
Domestic Services	Denise Scoular	Manager
CAU ward	Stacey Debio	Manager
Wolstenholme ward	Jennie Curren	Manager

Watson Suite Elective Access	Moira Zernovs	Manager
HMR Division of Integrated Care	Victoria Thorne	Manager
Theatre Stores	Gillian Gallagher	Manager
Booking & Scheduling	Gail Tongue	Manager
Pharmacy	Lynn Taylor	Manager
Gardening	Paul Howarth	Manager
Liaison Office	Joanne Matthews.	Manager
Ophthalmology (Eye Ward)	Janice Crabtree(Sister) Alyson Mann Natalie Hildreth	Sister Directorate manager Assistant directorate manager
Health Records	Danielle Whatmough	Manager
Day Surgery	Kathryn Brearley	Manager
Eye Department	Claire Butterworth	Manager
Childrens Out patients	Lucy Lees	Manager
Football in the community	Keith Hicks	Manager
Maintenance	Kevin Lowe	Manager
Groundsman	Richard Blackburn	Manager
Kit room	Craig Rawson	Manager
Club shop	David Smith-Markl	Manager
Domestics	Carl Todd	Manager
CEO	David Bottomley	Manager
Bar/leisure	Steve Nolan	Manager
Apocalypse Training	Andy Lavery	Manager
Costa Coffee	Matthew Buckley	Manager
Tudor Court	Heidi Tombling	Manager
Touchstones	Janet Byrne Julian Jefferson Jenny Driver Debra Mcginty (Kitchens)	Manager
Abaco Cafe	Liam Cannon	Manager
Scrollers	Clifford Rose (Dusty)	Manager
Rochdale Borough Housing	Lee Cardwell Jason Redman	Manager
British Heart Foundation	Kirsty	Manager
Whittakers	Richard & Sue Whittaker	Manager
Highfield Hospital	Tracy Jackson Charlotte Johnson Jo Whitehead	Manager
Bowlee sports Centre	Ian Robertson	Manager
Village Bakery	Ray Suttcliffe	Manager
Bus station	Paul Clough	Manager
Sandbrook Childrens Services	Sharon Kelly Barbara Smyth	Manager
Green Fingers	Lisa Higginbottom	Manager
Gateway	Pauline Duffy	Manager
Spotland Library	Linda Mainwaring	Manager

Poundland	Zarah Butterworth	Manager
Superdrug (New Riverside Complex)	Amy Cornwell	Manager
Butterfield cycles	Peter Butterfeild	Manager
Flip Out	Imran	Manager
Beechwood Lodge Care Home	Kelly Brown Michelle Graham	Manager
Fostering & Adoption Services	Jill Steers	Manager
Kleen Strike	Laura Heywood Allan	Manager
Groundwork Trust	Adam Holt	Manager
Tesco	Michael Starrs John Leyland	Manager
Russell's Cafe	Keeley	Manager
Wincanton	Lesley Hall	Manager
Redwood School office	Nancy Wright	Manager
Redwood School kitchens	Amanda Holmes-Layton	Manager
Premier Gardens	Gary Livesey	Manager
Newlands Primary School	Deborah Rogers (Head Teacher)	Manager
PNS Landscapes	Pete Spence	Manager
Bowlee Garden Nursery	Les Masters	Manager
Queens Park Heywood	Tracy Hibbert	Manager
Callaghan House	Alison Field Jan Reynolds	Manager Assistant director of nursing. HMR Children's integrated inter-services)
RMBC (Litter Picking)	Gerard Proudman / Tracey Hibbert	Manager
Rochdale Art Gallery Home Sweet Home	John Priestley	Manager
Nafees Bakery	Nafee	Manager
Newbold Sure Start- childrens centre	Sarah Taylor	Manager
The Loft Middleton	Tracy Affleck	Manager
Heywood Social Lounge/ Farm	Lindsey Manford	Manager
Heywood Library	Sarah Jones	Manager
Boots	Debbie Storah	Manager
British Heart Foundation	Nicholas Harrison	Regional Support Manager
CityBuild	Martin Berry	Owner / Manager
Blendworth Fabrics	Phil Dawson	Owner / Manager
Coffee @ The Craven	Brian Brady	Retail Development Manager
The Royal Toby	Georgina Grice	Manager

Appendix 7 – Monitoring and Evaluation Plan

Monitoring Strategy

Monitoring of the careers provision at Redwood is carried out by Simon Alcock to ensure the careers programme is being implemented and students are given the opportunity to access CEIAG.

Whole school tracking is completed by Jodie Dyer to ensure all students are receiving individual opportunities and encounters to meet their needs and includes meeting employers, visits to workplaces, further and higher education and training providers.

Students are targeted depending on their needs and aspirations. Some events are targeted in terms of specific groupings such as disadvantaged, SEND, High Attainers, Pupil Premium etc.

All career related events led by external organisations are authorised and monitored by the Careers Leader.

All CEIAG events, opportunities and encounters are individually recorded for all students using Compass +

We work with the careers and Enterprise Company, namely, Bronwyn Raper (Enterprise Coordinator for Rochdale & Tameside Greater Manchester Combined Authority) **Gemma Marsh** (Enterprise Adviser) and **Diane Norburn** SEND Enterprise Co-Ordinator who support the external Auditing of our CEIAG provision using Compass+.

Evaluation Strategy

Capturing the views and opinions of all participants in CEIAG events or activities is paramount to the success of the career programme at Redwood Secondary School.

Evaluation helps us to plan, resource and deliver the best quality CEIAG programme for our students.

Questionnaires and student voice are simple and effective ways to gain feedback. These results are used to inform future decision making, planning and participation at events and are completed as regularly as possible.

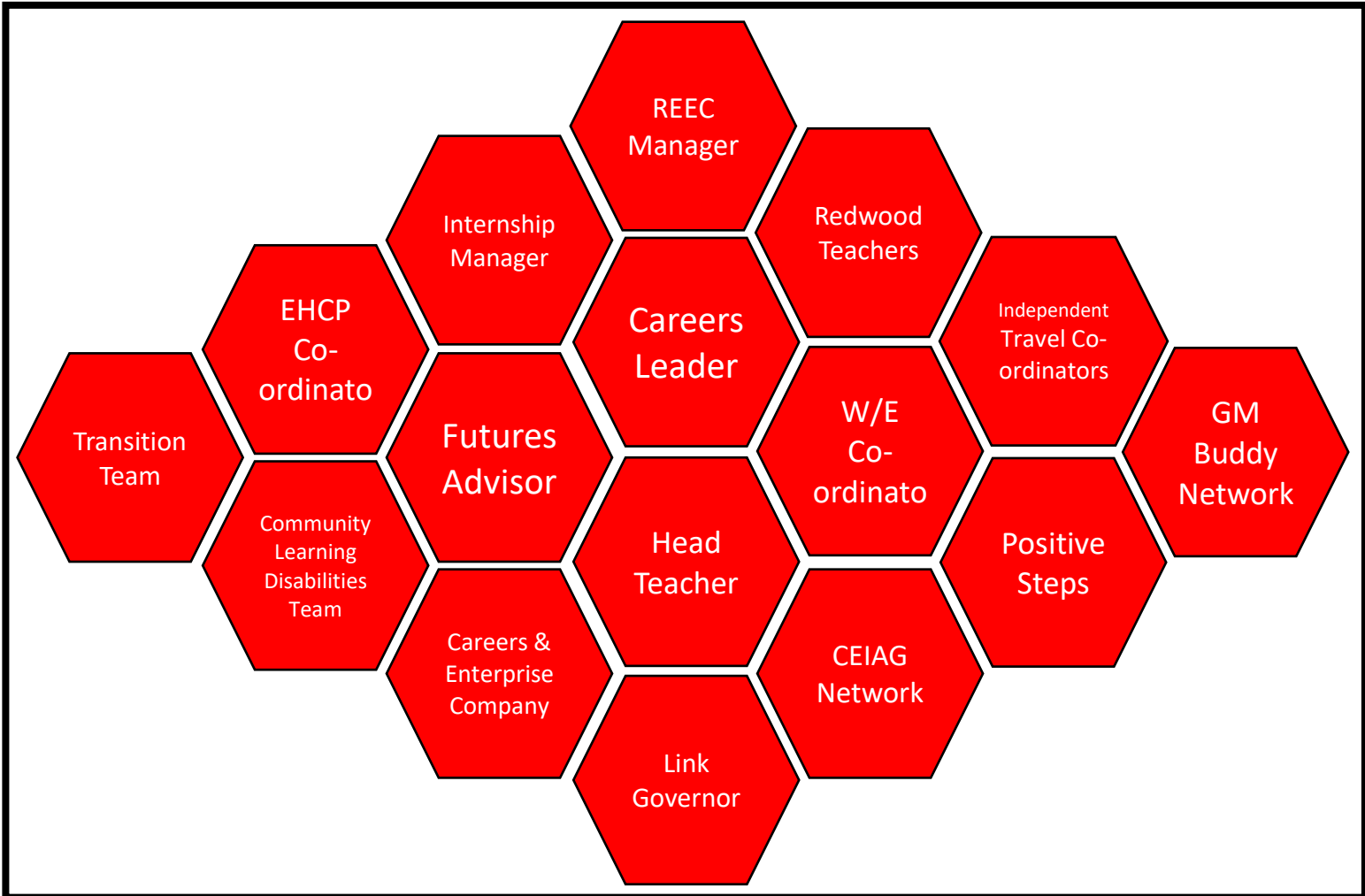
External organisations provide their own evaluation forms and we receive feedback from them where appropriate.

Feedback is provided for SLT and Governors by the Career Leader and information is shared.

Appendix 8 - Parental Engagement Plan

Date	Communication	Year	Content Plan	Channel	Responsible
5/9/21	Careers programme 2021/22 welcome	Whole school	<ul style="list-style-type: none"> • Welcome from Careers Leader • Bullet point careers activity by year group • Highlight school careers webpage • Request for employer contacts • Contact information 	Email	Simon Alcock
	Transition plans	Year 11	<ul style="list-style-type: none"> • Year 11 into Sixth form Year 12 teams meeting with Parent/Carers 10/02/2021 • Year 11 into REEC Year 12 teams meeting with Parent/Carers 10/02/2021 	Teams	Adele Navesey-Hall / Simon Alcock
	Annual Reviews	Whole School	<ul style="list-style-type: none"> • 3rd-11th Nov. Yr 14 reviews (re-scheduled) • 17th - 26^h Nov. Yr 11 reviews (virtual) • 1st – 16th Dec. Yr 10 reviews (virtual) • 12th-26th Jan. Yr 9 reviews (virtual) • 2nd – 25th Feb. Yr 8 reviews (virtual) • 9th – 31st Mar. Yr 7 reviews (virtual) • 11th – 20th May. Yr 13 reviews (virtual) • 24thMar-6th May. Yr 12 reviews (virtual) 	Teams	
	Parents Evenings	Whole School	<ul style="list-style-type: none"> • 9th November • 8th March 		Abigail Tasker
	Website	Whole School	CEIAG Page of Website kept up to date	Website	Simon Alcock / James Tomlinson
	Post 16 Virtual Open Evenings	Year 11	10 th February ENB/EXB @13:00 EMI @ 13:00 SFI @ 14:00	Teams	

Appendix 9 – Careers Coalition



Appendix 10 – Roles and Responsibilities

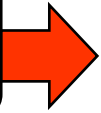
Careers Provision

Redwood School

The CEIAG Team and Accountability structure

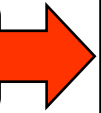


**Head Teacher
(Ms C John)**



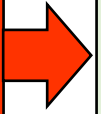
- Overall responsibility for CEIAG across the school

**Link Governor
(Mr C McKenzie)**



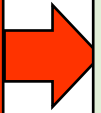
- To monitor the effectiveness of the careers provision.
- To monitor impact of strategy.
- To monitor outcomes.
- To report to the Governing Body.

**Assistant
Headteacher
Curriculum Lead for
Careers / CEIAG
(Mr S Alcock)**



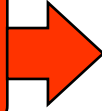
- Strategic overview of CEIAG Year 7 – 14.
- Independent Travel Year 7-14
- Year 11 / 14 transition (EMI).
- Destinations Year 11 / 14 (EMI).
- Develop and implement policies and practices for CEIAG.
- Create a climate which enables and maintains positive attitudes towards and confidence in CEIAG.
- Monitor progress made in achieving action plans and targets.
- Use data effectively to identify and support vulnerable students.
- Establish and implement clear policies for assessing, recording progress and evaluating impact of the delivery of CEIAG.

**REEC Centre Manager
(Fran Woods)**



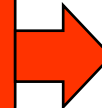
- Responsible for Post 16 provision at REEC developing employability skills for future training and employment.
- Monitoring student progress and progression on independence, lifeskills, enterprise and employability programmes.
- Line management of designated staff at REEC.
- Responsible for Developing a positive ethos in which all students have access to a relevant vocational, independence and lifeskills curriculum which contributes to the student's development preparing them for their transition into employment or training.

Internship Manager
(Marie English)



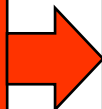
- To manage Internship programme, Friday Pre-internship programme and leisure day.
- Line manage job coaches on Internship and Pre-internship.
- To engage with national and local businesses to develop employment links.
- To work alongside RMBC, NHS & Rochdale Football Club to establish fair recruitment process and develop contracts and reasonable adjustments for employment of interns.
- To ensure safeguarding and Health and Safety procedures are robust across the Real Work Project.
- To work alongside families and staff to raise the profile of the Real Work Project and the importance of our students aspirations for their futures.
- Monitoring of pre and intern progress and develop life, social and employability skills.
- Work alongside outside agencies to ensure well-being of pre and interns.

Redwood Teaching and
Learning Leaders



- Life skills
- Redwood curriculum
- Employability & Independence
- Skills for Independence
- ASC, Sensory & Experiential curriculum

Temporary Careers and
Futures Advisor
(Vicky McManus-
Prendergast)



- To provide access advice, support, guidance and information to meet the needs of students
- To locate, engage and track students post Redwood School and report findings to SLT
- To increase the engagement of students and parents through regular communication and updating the website
- To engage with and actively seek partnership organisations to assist in providing wider experiences of knowledge (apprenticeships / employer engagement / college visits).
- To provide one to one support and advocacy for students to help them access learning and personal development opportunities.
- Year 11 / 14 transition.
- Destinations Year 11 / 14.

Work Experience Co-Ordinators (Fran Woods / Jodie Dyer)

- Pre and Post 16 Work Experience Placements
- Liaise with external agencies / partners / employers.

Independent Travel Co-Ordinators (Lynda Reddish / Sam Greenfield)

- To assess the safest route from home to/from school and to train students to follow this route covering road safety, stranger danger, appropriate behaviour and use of mobile/public telephones.
- To train students new routes to work placements/college/post Redwood placements

Independent and Impartial Careers Advisor (Janet Taylor-Hill)

- To provide independent and impartial guidance to all students.
- To support the school in line with the Delivery Plan and identify priorities.
- To complete and update CGI's for Internship students and Year 11
- To contribute to Annual Review EHC Plans

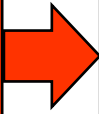
EHCPCo-Ordinator (Trish Alessandra)

- To ensure annual targets set by staff support students effectively ensuring outcomes from EHC Plans are achieved
- To act as advocacy for students ensuring targets and outcomes are appropriate in preparing students for adulthood

Adult Transition Community Learning Disabilities Team

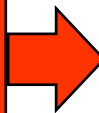
- To provide support and assessments for students leaving education and entering Social Care provision.

Careers & Enterprise Company
(Bronwyn Raper / Gemma Marsh / Diane Norburn)



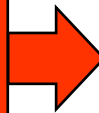
- To work with and co-ordinate 'Hub' colleagues to support Careers Leaders to develop and deliver programmes which respond and align closely to identified priorities within our improvement plans.
- To work closely with our CEIAG leaders to facilitate impactful careers programmes
- To accelerated progress towards the achievement of the Gatsby Benchmarks.
- To audit careers provision using Compass+
- To facilitate partnerships with local employers
- To facilitate careers partnerships with local school/colleges
- To provide training and CPD opportunities in relation to GMACS and Compass+

Rochdale CEIAG Network Group
(Andrew Turner / Jo Manfred)



- To facilitate a borough wide partnership of CEIAG leaders
- To facilitate the sharing of good practice across careers leaders
- To develop partnerships with local employers and businesses

GM Buddy System
Brownhill School
(Lauren Georgiou / Di Wilkinson)



- To support CEIAG provision through being a key network partner
- To provide support developing careers 'Action Plans'
- To provide support and share best practice in relation to evolving and embedding a forward thinking careers plan at Redwood

Appendix 11 – Skill Builders / GMACS Rollout Plan

The Skills Builder Framework focuses on eight essential skills, these are;

- Speaking
- Listening
- Problem Solving
- Creativity
- Leadership
- Aiming Higher
- Teamwork
- Staying Positive

These skills are broken down into 16 sequential steps which span from being an absolute beginner in the skills, to achieving a high level of mastery. It acts as a reflection tool for reviewing an individual's current skillset and as a roadmap for further development. The skills builder hub provides staff with resources, which include interactive workbooks, short lessons, stories and training videos as well as individual tracking sheets to report student progress.

This has been quite a challenging year due to the lockdowns associated with the Covid19 pandemic. However the skills builder resources have been successfully used by staff for all EMI students based at REEC. During the January Lockdown students were provided with independent learning using the interactive workbooks. The internship Manager, Marie is developing essential skills for the interns using the skills builder work books and intends to continue using these to show progress during the education session when students are back onsite.

We are working towards the SFI route to start using the programme. The use of skill builders across the boost and build pathway for Post 16 provision, further links these pathways together whilst providing SFI with an opportunity to demonstrate progress across the 'softer' elements of their curriculum.

Aims for 2021-22

During the academic year 2021-22, Skills builder essential skills could be embedded in to all areas of the curriculum at REEC and SFI, as well as being used by the internship.

To ensure we are moving forward with developing and reporting student progress in essential skills, we are planning to purchase the 'digital package'.

This provides us with;

- Unlimited staff login
- Ability to add and assess multiple classes or students.
- Skills builder lead is able to manage the hub and print reports.
- Access to all short lessons, online training videos, stories and workbooks
- 4 projects and 1 challenge per year selected by us – this was previous at an additional cost – These look great (see attachments)
- Access to exclusive webinars for staff

This package does not give us teacher training, support or strategy sessions. However based on the 3 leader training sessions, 3 Strategy meetings and 2 teacher training sessions Fran will have completed by the end of this academic year. We feel confident that she can train and support staff across the school to ensure they are getting the best from the programme.

HOW WILL SKILLBUILDERS SUPPORT YOUR CAREERS STRATEGY

Through the skill builders platform we aim to demonstrate progress towards these eight skills that are essential for employability. Going forward the Skills Builder Partnership will become embedded across the Post 16 Boost and Build pathways, developing students employability / independence and life skill’s through the development of the eight essential skills and providing us with a tool to evidence progress through the individual tracking sheets.

Key Challenges	Solutions	Milestones, Actions and Dates			Measures of success
		Term 1	Term 2	Term 3	
Introducing Skills builder to the recovery curriculum	To introduce two skills in the first term, then two in each of the following terms with SB teacher training offered.	Sept 20 Introduced Speak and Listening skills.	Jan 21 Due to Lockdown and school not being open to all students. Work booklets from Skills Builder Hub were sent to EMI students to develop speaking, listening, Teamwork and Leadership	April 21 Introduce Problem solve and Creativity skills	All students have a base line for both Speaking and Listening.
Skills Builder Hub not being used by other post 16 route SFI	Speak to ML and CC for SFI route about the programme		Feb 21 Meeting held between SA, FW, CC and MH to discuss using the skills builder in SFI classes	April 21 SFI staff to begin to look at Resources on offer and use in some lessons. FW to support	It was agreed that SFI staff would use the resources during HT4 and the summer term
Having another progress tracker model	To look at adding the Skills builder essential skills to Earwig		Feb/Mar 21 FW to meet with AHT – AT to discuss the Skills builder software and		Appraisal target for FW, regarding skills builder. Defines a consistent

<p>Embedding the skills builder units into the curriculum</p>	<p>progress tracker</p> <p>Staff to consider elements from Skills builder when planning lessons across the curriculum</p>		<p>tracker in relation to merging the essential skills onto Earwig. This will allow consistency of progress tracking.</p> <p>Sept 21 Baseline assessments checked and up to date for all students</p> <p>Half termly meetings to discuss updates on the Hub</p>	<p>Half termly meetings to discuss updates on the Hub</p>	<p>approach across school</p> <p>Half termly meetings to discuss updates on the Hub</p>
---	---	--	--	---	---

Xello was trialled with a group of year 13 students. This has now been rolled out to all students in the REEC building some of the year 11 students at the main site.

We have used the Matchmaker, Personality Style, Learning style and skills lab sections. The students enjoyed working on the sections because they could work independently and take ownership of the section. They all like different things and their differences were evident in the results shown.

Currently the task results have been used in work preparation sessions to determine the type of jobs that would be enjoyed by students and would be suitable for them. The sections we have used have added value by making students think about their skills and how that will support them to find suitable employment rather than the student just saying I want to be a ...

The sections worked on have given value to students interests and skills. They are beginning to realise that these skills and interests are meaningful in supporting adult life.

Appendix 12 – Independent Travel Programme

The Independent Travel Programme is delivered to students predominantly in Year 10 & 11 and from Year 12 to 14 at REEC in Middleton and the Internship Programme based at Rochdale Infirmary. The programme is delivered by Lynda Reddish and Sam Greenfield who have many years of experience of working within special education. The aim of the programme is to teach students to travel independently, to and from school.

On commencement of the programme, students will work on a 1:1 basis with a Travel Facilitator, at a pace that is suitable to the students needs. Students will be continually assessed throughout the programme to determine their competence and confidence. When the travel facilitator has assessed the student's suitability a consent form will be issued to obtain all relevant signatures, to allow the student to progress further with the programme, moving from Consent 1-3, then 'Final Consent'

On completion of both the programme and consent forms, a date will be set for the student to begin travelling independently to and/or from school. There are numerous cross curricular, work related skills taught alongside the programme, such as numeracy (Time / Timetables / Frequency / Length of journey / Dealing with money / Recognising money / Dealing with Fares / Ensuring correct change).

Literacy, (Speech, communication and contact with unfamiliar people).

PSED, (Personal Safety (Threats from other transport users) / Knowledge of Emergency Procedures / Road Safety (Road crossings / Pelicans) / Looking after personal property / problem solving)

PD, (Walking to the Bus Stop) and UTWAM, (Weather conditions / Appropriate Clothing / Transition.

On completion of taught journey to and from school, students then advance to other routes which have a significant benefit and broadens opportunities for future employment.

Students are taught how to travel to pre-internship and internship placements, employment locations and college routes further benefitting their employability opportunities.

PROGRESS AND OUTCOMES

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Training
Total New Independent Travellers	20	5	23	10	7	1	10
Transition Journey's	17	16	18	36	40	0	0
Work Experience Journey's	0	0	0	5	19	12	4
Post Redwood Journeys	1	6	0	1	3	1	3
Additional Journeys	Many more journeys: Alternative routes/relocation/walking routes and work placements					14	5
Total Journeys	38	26	41	52	69	28	16