



Melland High School

Strategic Careers Plan

2020 – 2022

Approved by governors:	July 2021
Last reviewed on:	June 2021
Next review by:	June 2022

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Intent

Vision

All students will achieve their true potential whilst being fully prepared for their transition into the ever-changing world of work.

The intent of our Careers Curriculum at Melland High School is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work. We intend to raise their aspirations, improve social mobility, develop eight employability skills and enhance knowledge of labour market information whilst providing them with the access to meaningful and suitable career pathways. Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounter of workplaces, and employers, an insight into further education establishments and opportunities for personal guidance. Melland High School has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is working towards achieving the eight Gatsby Benchmarks.

Our careers programme is an inclusive, broad and balanced programme of careers education and personal development that provides young people of all abilities with the opportunity to 'learn by doing' in class, throughout school, in the local community and by access to a range of specialist professionals e.g. SALT, careers and work contexts.

Careers Team:

Fiona Johnson – MHS Careers Governor
Sue Warner – MHS Principal
Julie Barnett – MHS Careers Lead
Nafisa Hakim – Enterprise Co-ordinator (GMCA)
Sarah Driver – Enterprise Advisor (GMCA)
Caroline Roberts - Careers Co-ordinator
John Barry – WRL Co-ordinator
Debbie Mellows – WRL organiser
Rosie Gill – Careers Advisor (Career Connect)
Kate Milburn – Head of KS3
Rob Barlow – Head of KS4
Charlotte Johnson – Head of KS5

Strategic Objectives

Objective 1 - A stable careers programme

Whole School written Strategic Careers Plan and associated user-friendly Careers Programme to be further developed at both strategic and operational levels. This should reflect Whole School Improvement Priorities, careers activity and careers education.

Objective 2 - Learning from career and labour market information

Promote & disseminate up-to date LMI with staff, governors, students, parents & carers. Embed careers and LMI into teaching resources, lessons and individual guidance sessions in order to improve knowledge and outcomes for future employment prospects.

Objective 3 - Linking curriculum learning to careers

Ensure careers and enterprise learning opportunities are embedded across all curriculum pathways.

Objective 4 - Encounters with employers and employees & experiences of workplaces

Target work sectors to develop business links both face to face and virtually to positively impact on both employer encounters and work related learning opportunities. Enhance employer engagement in order to raise aspirations and increase knowledge and understanding of the workplace and careers.

Current Position Statement

Compass Results

Benchmark	July 2020 %	December 2020 %	March 2021 %
1. Stable careers programme	64	58	64
2. Learning from career and labour market information	100	100	100
3. Addressing the needs of each student	100	100	100
4. Linking curriculum learning to careers	100	100	100
5. Encounters with employers and employees	100	100	100
6. Experience of the workplace	100	100	100
7. Encounters with further and higher education	100	100	100
8. Personal guidance	100	100	100

The new Compass Tool for special schools gives a true reflection of the developments in the Careers programme.

Destination Data

Destination	2015	2016	2017	2018	2019	2020
Education	84%	63%	91%	84%	91%	82%
Employment						
Social care		6%	4.5%	11%	4.5%	
NEET			4.5%		4.5%	
Training	16%	31%		5%		
Deferred placement						18%
Total students	19	16	23	19	23	11

Implementation

Action Plan

Strategic Objective 1		
Whole School written Strategic Careers Plan and associated user-friendly Careers Programme to be further developed at both strategic and operational levels. This should reflect Whole School Improvement Priorities, careers activity and careers education.		
	Targets	Actions
Year One 2020 - 2021	<p>Evaluate, Revise and Refine current MHS Strategic Careers Plan, to be shared on MHS website</p> <p>Revised Strategic Careers Plan to be approved by Principal and Governors</p> <p>Strategic Careers Plan to be systematically and regularly reviewed and evaluated and impact to be reported to all stakeholders including governors annually.</p>	<p>Strategic careers lead and careers co-ordinator to research, refine and write plan.</p> <p>Curriculum Co-ordinator and key staff including Heads of key stage research relevant SEND Careers Skills frameworks Selected framework to inform MHS progression framework at KS3, 4 & 5.</p> <p>Plan to be moderated and quality assured by Karl Grimes - Enterprise Co-ordinator, Sarah Driver – Enterprise Advisor & Fiona Johnson MHS Careers Governor.</p> <p>Strategic Careers Plan to be shared with staff, students and parents/carers & published on school website.</p> <p>Key staff to present impact to governors annually.</p> <p>Collaborate with Heads of Department and key staff, students & parents/carers in developing, monitoring and evaluating plan.</p>
Year Two 2021 - 2022	<p>Evaluate, Revise and Refine current MHS Strategic Careers Programme</p> <p>Revised Strategic Careers Programme to be approved by Principal and Governors</p> <p>Strategic Careers Programme to be systematically and regularly reviewed and evaluated and impact to be reported to all stakeholders including governors annually.</p>	<p>Strategic careers lead and careers co-ordinator to research, refine and write programme.</p> <p>Curriculum Co-ordinator and key staff including Heads of key stage research relevant SEND Careers Skills frameworks Selected framework to inform progression framework at KS3, 4 & 5.</p> <p>Programme to be moderated and quality assured by Karl Grimes - Enterprise Co-ordinator, Sarah Driver – Enterprise Advisor & Fiona Johnson MHS Careers Governor.</p> <p>Strategic Careers Programme to be shared with staff, students and parents/carers & published on school website.</p> <p>Key staff to present impact to governors annually.</p> <p>Collaborate with Heads of Department and key staff, students & parents/carers in developing, monitoring and evaluating programme.</p>

<p align="center">Strategic Objective 2</p> <p align="center">Promote & disseminate up-to date LMI with staff, governors, students, parents & carers. Embed careers and LMI into teaching resources, lessons and individual guidance sessions in order to improve knowledge and outcomes for future employment prospects.</p>		
	Targets	Actions
<p>Year One 2020</p> <p align="center">-</p> <p>2021</p>	<p>Staff & governors to have an up-to date awareness of local LMI.</p> <p>Students to have an up-to date awareness of local LMI.</p> <p>Parents & carers have an up-to date awareness of local LMI.</p>	<p>Independent careers advisor to deliver LMI training to staff & governors.</p> <p>Independent careers advisor to deliver LMI training to students and share in individual guidance sessions.</p> <p>Parents and Carers encouraged to use career path and LMI to support students increase understanding and improve future career path decision making – through parent/carer meetings and one to one student guidance sessions.</p> <p>Regularly up-date LMI section of website.</p>
<p>Year Two 2021</p> <p align="center">-</p> <p>2022</p>	<p>Career and labour market information is embedded into teaching resources, lessons and individual guidance sessions.</p>	<p>Careers team to meet with staff to offer guidance and support in planning and evaluating.</p> <p>Moderate & QA planning.</p> <p>Strategic Careers Lead and Careers Co-ordinator to conduct termly learning walks.</p> <p>Student voice activities.</p>

<p align="center">Strategic Objective 3 Ensure careers and enterprise learning opportunities are embedded across all curriculum pathways.</p>		
	Targets	Actions
<p>Year One 2020 - 2021</p>	<p>Develop MHS Careers Progression Framework. Including the introduction of Skills For Life across KS 3, 4 & 5.</p> <p>Increase employer encounters within curriculum areas in collaboration with curriculum coordinators and Heads of Key Stage.</p> <p>Teaching resources to be made available to support the delivery of Careers and Skills for Life.</p> <p>Careers QA cycle to be developed by Careers Team.</p>	<p>Careers team, Heads of Key Stage and PSHCE curriculum co-ordinator to work collaboratively with Greater Manchester Skills for Life lead professional to map skills for life across key stages and curriculum provision to inform the MHS Progression Framework.</p> <p>Deliver CPD to staff to introduce Skills for Life and the MHS Progression Framework into careers lessons, tutor group, PSHCE, Personal development and the wider curriculum.</p> <p>Feedback to governors.</p> <p>Forward planning by Curriculum Leads and teaching staff to integrate careers into lessons.</p> <p>Utilise National Careers Week 2021 as a Launchpad for employer encounters. In collaboration with curriculum co-ordinators and Heads of Key Stage, develop and foster long term relationships by ensuring that teachers include employer encounters with their planning.</p> <p>Curriculum coordinators to plan with individual employers to extend and increase encounters across all key stages.</p> <p>Research a variety of appropriate resources to support teaching of Careers and Skills for Life. For example Skills Builder and Talentino and plan relevant CPD.</p> <p>Careers QA cycle to be developed by Careers Lead, Careers Governor, Careers Co-ordinator and WRL Organiser. To include evaluation of MHS Careers Programme, strategic Careers Plan, planning, learning walks, resources and displays, student and parent / carer voice, employer feedback and governor evaluation.</p>
<p>Year Two 2021 - 2022</p>	<p>MHS Careers Progression Framework including the introduction of Skills For Life is embedded across KS 3, 4 & 5.</p> <p>Ensure sustainable employer encounter partnerships are embedded within curriculum areas in collaboration with curriculum coordinators and Heads of Key Stage.</p> <p>Teaching resources to be widely utilised to support the delivery of Careers and Skills for Life.</p> <p>Careers team to QA careers planning and delivery through monitoring and evaluating activities (Careers QA cycle).</p>	<p>Use Careers QA cycle to monitor and evaluate.</p> <p>In collaboration with curriculum co-ordinators and Heads of Key Stage, develop and foster long term relationships by ensuring that teachers include employer encounters with their planning.</p> <p>Curriculum coordinators to plan with individual employers to extend and increase encounters across all key stages.</p> <p>Use Careers QA cycle to monitor and evaluate.</p> <p>Careers team to continue to monitor and evaluate through Careers QA cycle and feedback to governors.</p>

Strategic Objective 4		
Target work sectors to develop business links both face to face and virtually to positively impact on both employer encounters and work related learning opportunities. Enhance employer engagement in order to raise aspirations and increase knowledge and understanding of the workplace and careers.		
	Targets	Actions
Year One 2020 - 2021	<p>Maintain links with existing employers.</p> <p>Explore opportunities for virtual encounters with existing employers.</p> <p>Ensure employer encounters are meaningful and evaluated.</p> <p>Continue to explore opportunities for in house and local area work experience with existing and new employers.</p>	<p>WRL organiser to keep in touch via email and phone.</p> <p>Careers team to attend SEND CoP meetings to share good practice, re provision and evaluation.</p> <p>Engage with opportunities presented via SEND CoP e.g. virtual SEND fair.</p> <p>WRL organiser to research new opportunities for work placements via email, phone call and face to face visits.</p>
Year Two 2021 - 2022	<p>Ensure sustainable employer encounter partnerships are embedded within curriculum areas in collaboration with curriculum coordinators and Heads of Key Stage.</p> <p>Promote WRL evaluation process and analyse results as part of the Careers QA cycle.</p> <p>Continue to develop the employer encounter evaluation process.</p>	<p>In collaboration with curriculum co-ordinators and Heads of Key Stage, develop and foster long term relationships by ensuring that teachers include employer encounters with their planning.</p> <p>Curriculum coordinators to plan with individual employers to extend and increase encounters across all key stages.</p> <p>Careers team to ensure all key stake holders are aware of and fully engaging with the WRL evaluation process. Analyse results to inform future placements.</p> <p>Careers team to review and refine the employer encounter evaluation process.</p> <p>Careers team to ensure all key stake holders are aware of and fully engaging with the employer encounter evaluation process. Analyse results to inform future encounters.</p>

Impact

Monitoring and Evaluation Systems

The careers programme at Melland High School (MHS) is delivered through a variety of activities including; timetabled lessons in Key Stage 5, as part of the tutor group programme, within curriculum areas as well as bespoke opportunities, activities and events ran by external agencies, businesses and employers. Monitoring and evaluation activities are carried out by governors, SLT and the Careers Team.

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 MHS are:

- Careers calendar
- Curriculum planning
- Curriculum timetables
- Learning walks
- Lesson observation
- Questionnaires - students, staff, parents & carers, external agencies
- Student and parent/carer voice
- Whole school careers tracking
- Evidence of learning
- Skills for Life monitoring across key stages
- Personal guidance and interviews

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

Evaluation activities adopted by MHS are:

- Curriculum co-ordinator powerpoints
- Curriculum co-ordinator subject planning evaluation
- Evaluation of careers events and employer encounters
- Learning walks
- Lesson observations
- Questionnaires - students, staff, parents & carers, external agencies
- Student and parent/carer voice
- Destination data
- Analysis of whole school careers tracking
- Evidence of learning
- Skills for life evaluation and impact
- Feedback from personal guidance interviews

Each academic year the Careers Team will write a Strategic Careers Action Plan which will be reviewed termly in preparation for the Compass Tool review and evaluation.

Monitoring, Evaluation and Evidence of Impact
<p><u>Interim Evaluation: July 2021</u></p>
<p><u>Final Evaluation: July 2022</u></p>
<p><u>Outcomes / Recommendations:</u></p>

The Careers Team will develop a careers QA cycle for implementation in Autumn 2021.

Appendix 1 – SWOT Analysis

Strengths	Weaknesses
<p>Careers Governor/governors regularly kept up to date.</p> <p>Strategic careers action plan, developed and regularly evaluated alongside Careers professionals from Bridge GM.</p> <p>Continuous improvements in Compass Tool results year on year.</p> <p>Strong and productive relationship with Enterprise Advisor and Enterprise Co-ordinator.</p> <p>Working with SEND CoP to share good practice.</p> <p>Sixth Form work experience placements.</p> <p>Student tracking system for all careers activities including work experience, careers advice and guidance, whole school events and employer encounters.</p> <p>Pre and post evaluations of work placements by students, parents and carers, employers and staff in place and beginning to be embedded.</p> <p>Strong links cultivated and maintained with employers and local agencies.</p> <p>Wider range of work experience placements provided for a wider range of students e.g. Co-op, Northern Rail, local farms, cafes, school nurseries, local schools.</p> <p>In-school roles utilised e.g. receptionist, dog walker, nursing assistant, security, buildings team.</p> <p>Successful Careers Week 2019 & 2020.</p>	<p>Governor careers link role document to be completed.</p> <p>Strategic Careers Programme, developed, evaluated, refined and shared on the website and with key stakeholders.</p> <p>Evaluation tools to be further developed for whole Careers programme.</p> <p>Research careers leader training.</p> <p>Work alongside curriculum co-ordinators to fully embed Careers into all curriculum areas including Labour Market Information and employer engagement.</p> <p>Under representation of minority groups in careers, media and culture projects.</p>

Continue to provide high quality WRL and Employer Encounters virtually and face to face where possible	
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Opportunities	Threats
Embrace opportunities offered by collaborating with SEND CoP.	Limited opportunities for in person encounters with employers and employees due to lock down restrictions and COVID-19 social distancing measures.
Induct new Careers and WRL Co-ordinator.	
Careers Leader Training for new Careers and WRL Co-ordinator.	Limited opportunities for in person experiences of workplaces due to lock down restrictions and COVID-19 social distancing measures.
Virtual encounters with employers and employees.	Limited opportunities for in person encounters with further and higher education.
Virtual experience of workplaces.	
Virtual encounters with further and higher education.	Limited face to face opportunities for Careers Week 2021 with employer encounters / whole school collaboration.
Utilising opportunities within Gorton Education Village for encounters with employers, employees and experiences of workplaces.	Protection of time allocation for Careers Team.
Develop progression framework to encompass KS3, 4 & 5.	
Develop Skills for Life across KS3, 4 & 5.	
Teachers to celebrate CEIAG in their classrooms.	
Achieve 100% in all benchmarks.	

Appendix 2 – Current State (March 2021)

Benchmark	%	Areas to be addressed
1 A stable careers programme	64	Strategic Action Plan to be refined, formalised and shared with stakeholders. Progression Framework to be researched, implemented, monitored and evaluated. Careers curriculum coordinator powerpoint, showcasing the strategic careers programme, to be completed, shared with all stakeholders and available on the website.
2 Learning from career and labour market information	100	Careers Advisor to re-visit with staff during CPD session. Staff to promote with pupils. Up to date LMI shared on website and regularly updated.
3 Addressing the needs of each pupil.	100	Introduce Skills For Life to Heads of Department and map Progression Framework, embedding employability skills and careers into KS3, 4 & 5.
4 Linking curriculum learning to careers	100	Introduce Skills For Life to Heads of Department and map Progression Framework, embedding employability skills and careers into KS3, 4 & 5. Curriculum coordinators to embed careers within their subject.
5 Encounters with employers and employees	100	Increase meaningful encounters with employers for KS 3 & 4. Research and explore virtual encounters with employers. Further develop employer encounter evaluations.
6 Experience of workplaces	100	Ensure pupils experience workplaces either virtually or in person if allowed. Promote the evaluation process with all stakeholders.
7 Encounters with further and higher education	100	Ensure pupils take part in encounters with further and higher education either virtually or in person if allowed.
8 Personal guidance	100	Continue to develop relationship with external Careers Advisor and offer personal guidance to all pupils for whom it is appropriate both face to face and remotely.

Appendix 3 – Gatsby Benchmark Progress

Benchmark	July 2019 MHS %	December 2019 MHS %	April 2020 MHS %	July * 2020 MHS %	December* 2020 MHS %	March* 2021 MHS %
1 Stable careers programme	35	41	64	64	58	64
2 Learning from career and labour market information	80	80	100	100	100	100
3 Addressing the needs of each student	100	100	45	100	100	100
4 Linking curriculum learning to careers	75	75	100	100	100	100
5 Encounters with employers and employees	100	100	100	100	100	100
6 Experience of the workplace	100	100	100	100	100	100
7 Encounters with further and higher education	62	66	100	100	100	100
8 Personal guidance	100	100	100	100	100	100

* As measured by updated SEND compass tool.

Percentage of schools nationally meeting each benchmark for 2019:

Benchmark 1 = 21%
 Benchmark 2 = 45%
 Benchmark 3 = 20%
 Benchmark 4 = 38%
 Benchmark 5 = 52%
 Benchmark 6 = 47%
 Benchmark 7 = 21%
 Benchmark 8 = 57%

Appendix 4 – Progression Framework

This table shows the careers theme/focus for each key stage, the content, the outcomes and how students’ experiences will develop as they progress through school.

KS3			
Objectives	Delivery	Measurable Outcomes	Resources
To discover their own skills and qualities.	Group work sessions delivered by external careers advisor.	To identify their own skills and qualities.	Skills for Life Framework KS3 PSHCE curriculum Skills Builder resources Talentino resources
To develop their independence skills.	Opportunities for pupils to develop independence skills across the curriculum. Prepare students to participate in annual EHCP review.	To begin to show independence in a variety of situations. To complete a basic personal statement to inform EHCP annual review.	
To understand how skills and qualities can assist them when considering job choices.	Delivery of employability skills during KS3 tutor group time.	To identify different career sectors and identify different job roles.	
To be aware of all routes and pathways available in KS4 and how they inform career choices.	Explore different career sectors during KS3 tutor group time, subject lessons and careers week.	To gain experience of all subject choices before making decisions.	
To be prepared for making appropriate KS4 option choices.	Participate in at least one employer encounter and one subject specific employer encounter every year.	To understand the routes and pathways available at KS4.	
To make informed KS4 option choices.	Access up to date information about career paths and the labour market information annually.	To know what their options are at KS4 and select KS4 options relevant to their needs. To identify local LMI trends.	

KS4			
Objectives	Delivery	Measurable Outcomes	Resources
To further develop their own skills and qualities.	Individual sessions delivered by external careers advisor.	To identify how their own skills and qualities can assist them when considering job choices.	Skills for Life Framework KS4 PSHE curriculum Skills Builder resources Talentino resources
To further develop their independence skills.	Increased opportunities for pupils to develop independence skills across the curriculum. Prepare students to participate in annual EHCP review. Prepare students to plan and deliver autumn term tutor group and subject enterprise projects to develop enterprise skills.	To show more independence in a variety of situations. To complete a detailed personal statement to inform EHCP annual review. Successful delivery and evaluation of enterprise projects.	
To explain how skills and qualities can assist them when considering job choices.	Delivery of employability and WRL skills during KS4 tutor group time.	To identify different career sectors and identify different job roles.	
To explore all routes and pathways available in KS5 and how they inform career choices.	Taster sessions delivered by KS5 teachers and supported and followed up by KS4 teachers.	To take part in option choice carousel to gain experience of all option choices before making decisions.	
To be prepared for making appropriate KS5 option choices.		To identify the routes and pathways available at KS5.	
To make informed KS5 option choices.		To select KS5 options relevant to their needs.	

<p>To make informed decisions about post 16 career and college options.</p> <p>To develop skills in applying for post 16 options.</p> <p>To research post 19 options.</p>	<p>Delivery of WRL preparation and evaluation sessions during KS4 tutor group time.</p> <p>Prepare students for job applications and interviews.</p> <p>Explore different career sectors during KS4 tutor group time, subject lessons and careers week.</p> <p>Access up to date information about career paths and the labour market information annually.</p> <p>Participate in at least one employer encounter and one subject specific employer encounter every year.</p> <p>Participate in at least one work experience placement every year.</p>	<p>To be prepared and confident to take part in work experience placements.</p> <p>To identify local LMI trends.</p> <p>To evaluate work experience placements</p>	
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KS5			
Objectives	Delivery	Measurable Outcomes	Resources
<p>To identify and further develop their own specific employability skills and qualities.</p> <p>To practise independence skills across the curriculum.</p>	<p>Individual sessions delivered by external careers advisor.</p> <p>Prepare students to write a personal statement or CV.</p> <p>Timetabled independence lessons and increased opportunities for pupils to develop independence skills across the curriculum and in the wider community.</p> <p>Prepare students to participate in annual EHCP and transition reviews.</p> <p>Prepare students to independently plan and deliver autumn term tutor group and subject enterprise projects to develop enterprise skills.</p>	<p>To identify how their own skills and qualities can assist them when considering job choices.</p> <p>To show greater independence in a variety of situations.</p> <p>To complete a detailed personal statement to inform EHCP annual review.</p> <p>To successfully deliver and evaluate enterprise projects.</p>	<p>Skills for Life Framework</p> <p>Personal Development curriculum</p> <p>Skills Builder resources</p> <p>Talentino resources</p>
<p>To explore all routes and pathways available post 19 and how they inform career choices.</p> <p>To be prepared for making appropriate post 19 option choices.</p> <p>To further develop skills in applying for post 19 options.</p>	<p>Delivery of employability and WRL skills during timetabled WRL lessons.</p> <p>Prepare students for post 19 college and job applications and interviews.</p> <p>Prepare students to take part in college visits and open days.</p>	<p>To identify different career sectors and identify different job roles.</p> <p>To research and identify the routes and pathways available at post 19.</p> <p>To feel prepared and attend college visits and open days.</p>	

<p>To make informed decisions about post 19 career and college options.</p> <p>To prepare for their transition to education or employment.</p>	<p>Explore different career sectors during timetabled WRL lessons, KS5 tutor group time, subject lessons and careers week.</p> <p>Access up to date information about career paths and the labour market information annually.</p> <p>Participate in at least one employer encounter and one subject specific employer encounter every year.</p> <p>Participate in at least one work experience placement every year.</p>	<p>To apply for post 19 chosen pathway.</p> <p>To identify local LMI trends.</p> <p>To be prepared and confident to take part in work experience placements.</p> <p>To evaluate work experience placements.</p>	
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Appendix 5 - Careers Calendar

Overview of careers calendar and main activities.

	Ongoing	Term 1	Term 2	Term 3
KS3	Careers advisor drop ins Employer encounters Careers assemblies	Careers fair Parent carer information day Careers celebration	National Careers Week Ex pupils' WRL presentation	Careers advisor group sessions Parent / carer careers coffee morning
KS4	Careers advisor drop ins Work experience placements Employer encounters Careers assemblies	Careers fair Parent carer information day Enterprise projects Careers celebration	National Careers Week Ex pupils' WRL presentation Careers advisor individual sessions	Speed networking event Parent / carer transition and careers coffee morning NCS programme
KS5	Careers advisor drop ins Work experience placements Employer encounters Student careers coffee morning	Careers fair Parent carer information day Enterprise projects Careers advisor individual sessions College open days Careers celebration	National Careers Week Ex pupils' WRL presentation Disability jobs fair (MCC) Skills North West (Event City)	Speed networking event Parent / carer transition and careers coffee morning College transition visits NCS programme

Appendix 6 – Careers, WRL & Transition Contacts

Media city	Breakthrough UK
The Manchester College	Remploy
Bridge College	Challenge 4 Change
Seashell Trust	Transition Team – Manchester City Council
BBC	Supported internships programme
Manchester Healthy Schools	Seddon Construction
The Lowry	Access to Sport
STEP Project	Mencap
Shortbreaks – The Specialist Resource Team	The Skills Company
United Response	Enthusiasm Trust
WorkFit Programme – The Downs Syndrome Society	Loreto College
Debdale Park and Eco Centre	Children’s Society
WZKids	Palace Theatre
KIDS	Talbot House
Mind (YASP)	Tesco
The Factory Youth Zone	Targeted youth support service
Manchester City Football Club	Universal Service Providers
Contact Theatre	People’s History Museum
Pure Innovations	NCS Programme
Careers and Enterprise Advisor Network	Career Connect
Leonard Cheshire	Noah’s Art
Arcadia Leisure	Co-op Adventure
Northern Rail	Sutton Rd Nursery
Stagecoach Manchester	RSPB
Eastlands Homes	Toni & Guy
The Garden House Marple	Simply Cycling

Appendix 7 - Parental Engagement Plan

Date	Communication	KS	Content Plan	Channel	Responsible
Summer term	Strategic Careers Plan	Whole school	Share Strategic Careers Plan with parents / carers and gather feedback	Paper copy Email Website	Careers lead Careers Coordinator
Autumn term	Parent Carer Information Day	Whole school	Stall holders to include college and careers advice. Send information prior to event. Send evaluation post event.	Flyers Website Email	Careers lead Careers Coordinator Careers governor
	Work experience	Targeted parents / carers	Preparatory information. Update during work experience. Evaluate during and post experience.	Phone calls Microsoft Forms evaluations	Careers coordinator WRL organiser
Spring Term	Careers Week	Whole school	Inform parents and carers of upcoming careers activities.	Letter Email Website	Careers team
	Work experience	Targeted parents / carers	Preparatory information. Update during work experience. Evaluate during and post experience.	Phone calls Microsoft Forms evaluations	Careers coordinator WRL organiser
Summer Term	Careers fair	KS3 KS4	Invite parents and carers to attend with students. Send information prior to event. Send evaluation post event.	Flyers Website Email	Careers team
	Work experience	Targeted parents / carers	Preparatory information. Update during work experience. Evaluate during and post experience.	Phone calls Microsoft Forms evaluations	Careers coordinator WRL organiser
	Parent / carer careers questionnaire	Whole school	Gathering parent / carer views with regards to careers provision.	Email Phone call Letter	Careers team

Appendix 8 – Roles and Responsibilities

Job Title	Name	Responsibility
Governor Responsible for Careers	Fiona Johnson	Responsible for strategic support and challenge of careers strategy at governor level.
MHS Principal	Sue Warner	Responsible for strategic support and challenge of career leader decisions.
Strategic Careers Leader	Julie Barnett	Responsible for planning and setting the strategic direction of careers provision at MHS. Responsible for community engagement.
Careers Co-ordinator	Caroline Roberts	Jointly responsible for planning and setting the strategic direction of careers provision at MHS. Responsible for community engagement. Responsible for the development and delivery of the careers and WRL programme.
Work Related Learning Co-ordinator	John Barry	Responsible for organising and evaluating WRL placements.
Work Related Learning Organiser	Debbie Mellows	Responsible for joint organisation and evaluation of WRL placements.
Careers Guidance Practitioner (Career Connect)	Rosie Gill	Responsible for the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews. Responsible for providing support to identified at risk of NEET students.
Enterprise Co-ordinator (GMCA)	Nafisa Hakim	Responsible for strategic development of Careers programmes across GM schools.
Enterprise Adviser (GMCA)	Sarah Driver	Responsible for advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.
Careers Champion (KS3)	Kate Milburn	Responsible for planning and coordination of CEIAG events for KS3.
Careers Champion (KS4)	Rob Barlow	Responsible for planning and coordination of CEIAG events for KS4.
Careers Champion (KS5)	Charlotte Johnson	Responsible for planning and coordination of CEIAG events for KS5.

Appendix 9 – Resources

- Skills for Life

<https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=oOOmtqR948Y>

- Skills Builder

<https://www.skillsbuilder.org/>

- Talentino

<https://www.talentinocareers.co.uk/sen.html>

- Careers and Enterprise Company

<https://www.careersandenterprise.co.uk>