

Careers/Employability Strategy



Key Successes from 2023/2024 Target areas

1. No pupils were identified to be NEET on leaving the school. All pupils went on to access appropriate courses/pathways
2. New employer links established with Mercedes, Curzon Ashton, Avanti Trains, Lyme Park
3. 78% of Post 16 pupils engaged in work experience.

Our Vision

Together we learn, grow and succeed. Together, conquering barriers and surpassing expectations.

About us and our Careers offer

Inscape House School in Cheadle supports children with autism from Year 1 to Year 14 by breaking down barriers to learning and fostering individual talents. We recognise that every child is different.

That is why we create individual learning programmes matched with a core team of therapists, all delivered by our dedicated team and accredited by the National Autistic Society.

We focus on developing employability skills, offering impartial career guidance, and providing experiences to help students make confident, informed decisions about their future. Learning programs include access to college placements, vocational training, work experience, and industry professionals. Inscape follows the Gatsby Framework to ensure high-quality careers education for students with diverse needs, incorporating all eight Gatsby benchmarks in its approach.



Careers at Inscape House School

Our Mission:

Together we provide opportunities to promote independence and teach life-changing skills; we engage, we support, and we motivate to equip our unique young people to face life's challenges.

Our commitment

In a rapidly evolving world, careers guidance is more essential than ever for young people. At Inscape House School, we recognise the critical role we play in preparing our neurodiverse learners for the next stage of their education, training, and future career pathways. Our students will face a career landscape that is more dynamic and complex than that of previous generations, with global opportunities, technological advancements, and the emergence of new industries. Considering these changes, we are committed to equipping our learners with the skills, knowledge, and confidence to navigate an increasingly diverse range of education, training, and employment options. Our aim is to support learners in managing the choices, transitions, and responsibilities that lie ahead, helping them to embrace the opportunities of a changing world.

At Inscape, we are committed to upholding the highest standards in our work, fostering respect for others, and nurturing the development of individual talents. These core principles guide our approach to enhancing employability skills in students, equipping them with the confidence to face their futures. We offer comprehensive career guidance and employability education, ensuring that young people gain a clear understanding of the career landscape. Our careers programme delivers valuable information and hands-on experiences, empowering students to make well-informed, confident decisions about their future transitions, regardless of their individual needs.

Our learning programmes are designed to meet the diverse needs of all students, promoting independence, life skills, and employability development. These programmes include access to community activities, college placements, interactions with industry professionals, vocational training, specialist workshops, career events, and high-quality work experience opportunities. Inscape follows the eight Gatsby Benchmarks for Good Career Guidance, ensuring that our career support meets the highest standards of excellence

Staffing Structure and Expertise

The Careers programme at Inscape is managed by a dedicated team, including two full-time staff members who oversee the delivery of careers education and employability support. The Post-16 Deputy Head plays a key role in the strategic planning and oversight of the programme, working closely with the Careers and Employability Advisor/Leader, who is responsible for coordinating careers activities and employability education across the school. We are also fortunate to have the expertise of a highly skilled Governor who actively supports the development and oversight of the careers programme. Additionally, a teacher is currently undertaking a Level 4 Careers Advisory Support qualification to further strengthen our team.

The Careers and Employability Advisor/Leader is nearing the completion of a Level 6 CEIAG qualification, ensuring that our staff remain highly qualified and up-to-date with best practices in the field. The Post-16 Deputy Head works in close collaboration with local colleges to create opportunities for Inscape students to access mainstream college settings for further training and education when they are ready.

Leadership Commitment

Senior Leadership Team (SLT) is fully supportive of the development of CEIAG at Inscape, with a clear focus on raising the aspirations of all students. This commitment is reflected in the strategic priorities outlined for careers education, aiming to provide tailored pathways that support the diverse needs of our learners.

Careers Integration and Student-Centered Approach

Inscape is actively working towards embedding careers education throughout the school, ensuring it is accessible to all students regardless of their individual needs. We have organized a range of STEAM events (Science, Technology, Engineering, and Mathematics) in partnership with Atkins Realis and SIEMENS, to help students understand the link between their education and future career opportunities.

Given that all our students have a diagnosis of Autism Spectrum Condition (ASC), the presentation of each student's needs varies significantly. Some students have learning difficulties and are pre-verbal, while others are working within age-related expectations. As such, careers events are carefully tailored to meet the varying needs of learners, ensuring that all students, regardless of their pathway, have opportunities for engagement that are developmentally appropriate.

Work Placement Opportunities and External Training

All post-16 learners, as well as those in the upper school who are ready, participate in work placements. These placements may occur either externally or within the school setting, providing a variety of real-world experiences that help learners develop employability skills. Post-16 learners also have access to external training opportunities and college links, and we currently maintain partnerships with DISC and Salford

City College to facilitate these pathways.

Collaboration with External Partners

Inscape continues to work closely with the Careers and Enterprise Company to ensure we are progressing towards the 8 Gatsby Benchmarks for careers guidance. This collaboration helps us align our provision with national standards and continually improve the careers guidance and opportunities available to our students.

Conclusion

Through a robust staffing structure, a clear commitment from leadership, and a student-centered approach, Inscape is striving to provide high-quality, inclusive careers education that prepares students for successful futures. We are dedicated to creating meaningful career pathways for all learners and ensuring that every student has the support they need to thrive in their post-education journey.

Marie Young Careers Lead/Advisor



Richard Nancollis Deputy Head P16



Jane Grime Inscape Governor



Our School wide expectations

At Inscape, we are committed to supporting neuro diverse learners in reaching their full potential by fostering key social and life expectations that permeate through our curriculum and our School Wide Expectations. These expectations are designed to promote personal growth, resilience, responsibility, and readiness for the future.

- **Independent:** Encouraging students to develop autonomy in their learning, decision-making, and daily life skills, fostering independence both in and outside of the school environment.
- **Safe and Sensible:** Emphasising the importance of creating a safe and supportive environment where learners are guided to make sensible choices, manage risks, and understand personal boundaries.
- **Considerate:** Teaching empathy, respect, and understanding of others' needs, encouraging students to develop positive social interactions and a sense of community.
- **Aiming High:** Inspiring learners to set and strive towards ambitious personal and academic goals, encouraging resilience and perseverance in the face of challenges.
- **Prepared and Engaged:** Ensuring learners are equipped with the skills, mindset, and resources needed to actively engage in learning, take responsibility for their progress, and adapt to future challenges.

These expectations underpin our approach to guiding students through their educational journey, helping them build the life skills necessary for success in adulthood.

Career Education Entitlement

At Inscape House School, we take a whole-school approach to Careers Education, ensuring all staff understand the importance of providing neuro diverse learners with Careers Education, Information, Advice, and Guidance (CEIAG). Our career/employability program is embedded throughout the year, aligned with the ASDAN careers curriculum and the latest careers guidance (Dec 2017), supporting the achievement of the eight Gatsby Benchmarks. This ensures that every learner receives tailored, high-quality career guidance to help them make informed decisions about their future.

We integrate careers education into all areas of the curriculum, connecting learning with future pathways. The school collaborates with external partners, including DISC College, Atkins Realis, The Careers and Enterprise Company, and GMACS, to provide diverse career opportunities and expert support. Students also benefit from one-to-one career advice from our independent career advisor. Legislation states that learners for whom it is appropriate must gain 2 opportunities to access CEIAG in years 8 and 9, Years 10 and 11 and Years 12 and 13. Access may be dependent on a learner's cognitive ability and future pathway given the diverse learning community that the school caters for.

Key features of our careers program include:

- Active involvement of employers and industry professionals in curriculum activities and career choices.
- Opportunities for internships and apprenticeships through partnerships with employers, colleges, and training providers.
- Strong monitoring of career guidance, including tracking employer encounters and student destinations.
- Use of the school website and newsletters to share career advice and upcoming events.
- Provider access for students to engage with local businesses, colleges, and training providers, in line with DfE 2022 legislation.
- Regular careers events and workshops for students and their families to explore career options and transitions.
- These efforts ensure our students are well-prepared for their next steps in education, training, or employment.

Aims and Objectives

The careers education, information, and guidance (CEIAG) program at Inscape House School is designed to meet the individual needs of every learner, with a focus on progression and tailored activities that align with each learner's stage of development and EHCP outcomes.

The career program aims to:

- **Foster High Aspirations:** Promote a culture of high expectations through an embedded careers program.
- **Track Learner Engagement:** Monitor and evaluate students' engagement in careers activities, ensuring they are supported in raising aspirations and preparing for a competitive world.
- **Expand and improve Career Pathways:** Build a relevant network of partners and providers to create opportunities that connect students' learning with real-world careers and that understand how to support Neuro diversity in the workplace.

Key Themes of Careers Learning:

- **Personal and Social Development through Employability Education:** Encouraging self-awareness and improvement while helping learners develop essential work skills through activities like work experience and enterprise education.
- **Learning about Careers and the World of Work:** Students explore career options, their rights as neuro diverse employees, roles and expectations within industries and business practices, learn about safe working environments, and access information on local colleges, internships/apprenticeships and training providers.
- **Development of Employability Skills:** Equipping students with the skills to handle career advice, prepare for employment, make decisions, and manage applications, interviews, and transitions.
- **Tailored Study Programs:** Each student follows a program aligned with their needs and career goals, with an emphasis on work readiness. The curriculum includes work experience, enterprise skills, and connections to local businesses and vocational training providers.
- **Structured Career Support:** The program is underpinned by ASDAN Employability and Towards Independence courses, offering structured career development. The school provides impartial CEIAG, with 1:1 career interviews, workshops, and events led by industry professionals, local businesses, and training providers.

Inscape House School ensures that every learner gains both hard and soft skills necessary for future employment, with support from all staff members in building career readiness.

Post 16 Learner Pathways

Students In Post 16 follow pathways that are specifically designed to equip them with the skills, qualifications, and knowledge required for their chosen career pathway. This approach ensures that learners gain a clear understanding of the qualifications and skills needed for future employment or further education and training and supports discussions during the Annual Review process. By aligning academic learning with career aspirations, we enable students to make informed decisions about their future and prepare them effectively for successful transitions into the workforce or higher education.

Core Curriculum	Curriculum for All (Basic Skills – Personal, Social, Employability PSE)						Work Experience		Likely destination leaving education at this Level -->	Post 19
	Life Skills	Travel Training	PSHE	Health and Wellbeing	Employability	Food Tech	Internal Work Experience Job Roles in P16			
Level 1 (Entry Level and Functional Skills)	Qualifications for All						Internal work experience and some above external work experience linked to area of interest		Likely destination leaving education at this Level -->	Specialist Provision Supported Internship
Level 2 (GCSE)	Academic Progression Qualifications		Technical Skill and Qualifications				<u>EEC</u>	<u>Digital</u>	Likely destination leaving education at this Level -->	Supported Internship Apprenticeships Technical College Course
	English Maths English Lit Geography History ICT Enterprise Art Music Science		Engineering/ Environment/ Construction B4Box Forest School T Level Foundation - External		Digital WJEC ICT OCR Creative iMedia DISC College Link - External		Atkins OCU Brunel Wythenshawe Park	Digital Advantage Project		
Level 3 (A Level – T Level)	Academic Progression Qualifications – External		Technical Skills and Qualifications – External				Highly personalized Work Experience in areas of individual interest where possible		Likely destination leaving education at this Level -->	Skilled Paid Work Higher Education
			Sports/ Health/ Animals Duke of Edinburgh AAI First Aid T Level Foundation - External		Hospitality & Retail Food Safety Level 1&2 First Aid T Level Foundation - External		SHA Blossoms Pets at Home Lower Moss Ashton	Hospitality & Retail Dunham Massey Gusto Inscape Cafe Man United		
			EEC T Level in a local college		Digital					

Current partnerships

Inscape has established key partnerships with a range of local businesses and organisations that support the careers and employability development of students. These partnerships provide valuable opportunities for work experience, skills development, and exposure to different career pathways. Current partnerships include:

Disc College - Collaboration to provide students with access to further education and training towards digital pathways and college preparation. 2 pupils currently accessing the college to complete Digital Skills Course. Disc will also be offering 2 workshops that can facilitate engagement of 10 learners per session. Students continue to work on Inscapism a Digital school magazine which was initially facilitated by Disc.

Manchester United Foundation - Use football to engage and inspire young people to build a better life for themselves and unite the communities in which they live. Dedicated staff deliver educational and community outreach programmes to help young people make positive choices in their lives, support has been provided around careers at Manchester United. A number of students have engaged in work experience at Manchester United in the mega store and members of the foundation have supported the delivery of CEIAG.

Atkins Realis - Partnership focused on offering career insights and opportunities in engineering, construction, and project management. Atkins have supported the school in providing whole school STEM events.

Gusto - Engagement with the hospitality and catering industry, providing students with hands-on experience and career guidance within this sector. Learners have had the opportunity to work in varied roles at GUSTO as part of the school's work experience programme and GUSTO have also facilitated workshops for the wider school community.

Mercedes - A partnership with Mercedes, offering students exposure to the automotive industry, including work placements and apprenticeships in engineering and technology. 2 students are currently engaging in work experience at Mercedes.

Cera Cycloan - An innovative company providing opportunities for learners to develop skills and qualifications through bicycle maintenance. 2 students are currently accessing Cycloan and both have weekend jobs with the organization.

Carrington Riding School - Collaboration with Carrington Riding School to provide students with work experience and training in animal care, equine management, and related career pathways. 1 pupil on the outreach programme currently accesses this provision.

These partnerships are integral to ensuring that students gain real-world experience, access to industry professionals, and the opportunity to explore a wide range of career options. They align with the school's commitment to providing tailored career guidance and support for all learners, particularly neurodiverse students, helping them transition smoothly into a future workforce or further education and training.

Legal framework

The Careers and Employability program has been developed in alignment with national legislation, statutory guidance, and sectoral best practices to ensure a comprehensive and inclusive approach to career development, guidance, and employability support. This program is designed to meet the diverse needs of students and to ensure they are equipped with the skills, knowledge, and guidance required to navigate the evolving labor market. The program has been formulated with due regard to the following key pieces of legislation and statutory guidance:

- Department for Education (DfE) – ‘Careers guidance and access for education and training providers’ (2018)
This framework outlines the responsibilities of schools, colleges, and other educational institutions in providing access to high-quality careers guidance and ensuring that students are equipped to make informed decisions about their future career pathways.
- Education Act 1997 This Act established the duty of educational institutions to provide careers education, guidance, and information, setting a foundation for subsequent legislation in this area.
- Education and Skills Act 2008 This Act introduced measures aimed at increasing participation in education and training, including the requirement for students to remain in education or training until the age of 18. It emphasizes the importance of career guidance in helping young people navigate their post-16 choices.
- Apprenticeships, Skills, Children and Learning Act 2009 This Act outlines provisions for improving skills and apprenticeships, establishing frameworks for vocational training and career development pathways that are critical for employability.
- Equality Act 2010 The Equality Act mandates that careers guidance and employability programs must be inclusive and non-discriminatory, ensuring that all students, regardless of background or protected characteristic, have equal access to career opportunities.

- Children and Families Act 2014 This Act places duties on educational institutions to provide support and guidance to young people with special educational needs and disabilities (SEND), ensuring that all learners receive the career development support they need.
- Technical and Further Education Act 2017 This Act includes key provisions such as the “Baker Clause,” which requires schools to allow access to training providers, further education institutions, and apprenticeship providers, ensuring students are aware of all available progression routes.
- Careers Strategy: Making the Most of Everyone’s Skills & Talents (2018) The Careers Strategy emphasizes the importance of high-quality careers guidance for all young people, ensuring that schools, colleges, and training providers support students in making informed decisions about their future careers.
- Gatsby 8 Benchmarks These benchmarks set out a framework for excellent careers guidance, ensuring that schools and colleges provide a range of activities and services to support students, from developing career awareness to securing work experience and progression opportunities.
DfE Requirements for 16-19 Study Program This guidance specifies the need for tailored careers education, guidance, and work-related learning as part of the 16-19 study programme, ensuring that students are prepared for both higher education and employment.
- Industrial Strategy for the UK The Industrial Strategy outlines the government's vision for a more productive economy, which includes aligning education and skills development with future workforce needs, particularly in industries facing skills shortages and evolving technological demands.
- The Provider Access Legislation (DfE, 2022) This legislation ensures that educational institutions provide all students with impartial and comprehensive access to a range of providers offering education, training, and apprenticeships, empowering students to make well-informed decisions about their future career pathways.

By ensuring compliance with these legislative frameworks and strategic documents, the Careers and Employability program fosters an integrated, well-rounded approach to career development, helping students make informed, confident decisions about their career aspirations and supporting their successful transition from education into the workforce. The program is designed to be responsive to the changing demands of the labor market, promoting equal opportunities for all students and equipping them with the skills and knowledge they need to succeed in their chosen careers.

Roles and responsibilities

The school's **governing body** plays a key role in ensuring that all students receive high-quality, independent, and impartial careers guidance. Their responsibilities include:

- Guaranteeing that independent careers guidance is provided to all learners for whom it is appropriate.
- Ensuring access to a diverse range of education and training providers for informed decision-making.
- Ensuring the impartiality of career guidance, covering various education, apprenticeship, and technical education options.
- Guaranteeing non-discriminatory policies in careers guidance, covering factors like ethnicity, gender, and disability.
- Offering strategic advice on careers education and guidance to the Head Teacher, Head of Post 16, and careers leader.

The **careers leader/advisor** is responsible for managing and coordinating careers education across the school. Key duties include:

- Overseeing the provision of careers information and liaising with senior leadership.
- Providing 1:1 career guidance across the school
- Coordinating with subject leaders, mentors, and pastoral teams to ensure tailored guidance.
- Building and maintaining relationships with external providers such as colleges, apprenticeship schemes, and employers.
- Supporting teachers and staff in delivering careers education and promoting opportunities for all students, particularly those with special educational needs and disadvantaged backgrounds.
- Ensuring the careers provision aligns with the Gatsby Benchmarks and the school's legal duties, including monitoring progress and evaluating outcomes.
- Publishing careers program details on the school's website and engaging with stakeholders such as the designated teacher for cared-for children.

Teaching and support staff are integral to delivering careers education within the classroom, ensuring that it is incorporated into lessons, providing guidance through visual aids, and attending relevant professional development. They also help create a learning environment that prepares students for real-world challenges and workplace readiness.

Together, these roles contribute to the creation of a comprehensive careers education program that ensures all students are well-informed and prepared for their future career pathways.

Addressing the needs of neuro diverse Learners

The school's careers program is designed to raise aspirations for all learners, with a focus on tailoring guidance to meet the individual needs of neurodiverse students, including those with autism and other special educational needs (SEND). Key elements include:

- **Individualised Career Guidance:** The program is flexible, aiming to support each learner in understanding the range of career opportunities available, while encouraging them to aim high and make informed choices aligned with their personal abilities and aspirations.
- **Inclusive and Unbiased Support:** All forms of stereotyping will be prohibited in careers advice, ensuring that learners from diverse backgrounds, genders, and those with SEND, including neurodiverse learners, can explore the widest range of career options without bias.
- **Comprehensive Record-Keeping:** Accurate and comprehensive records will be maintained to support career development for all learners, including tracking their progress and destinations.
- **Destination Data and Transparency:** The school will retain destination data for at least three years and publish this information on the school website, providing transparency about the pathways followed by its students, including the percentage of pupils attending different settings.

The school's careers guidance program is designed to ensure that neurodiverse learners receive personalised, aspirational, and inclusive support, promoting equality of opportunity and successful transitions into employment or further education. Key components include:

- **Tailored Guidance:** Careers advice will cover a wide range of education, training, and employment opportunities, with a particular focus on how workplaces can adapt to support employees with SEND, including adjustments to roles based on individual abilities.
- **Partnerships with Employers and Support Services:** The school will establish partnerships with businesses, employment services, and disability-focused organisations to enhance career opportunities for neurodiverse learners. Learners will receive special support during employer encounters and work experience to ensure they fully benefit from these opportunities.
- **Post-16 Pathways and Aspirations:** Careers guidance will help learners identify the post-16 options that align with their career goals and provide pathways into employment or higher education. The SEND local offer will be used to inform decision-making, and annual reviews of EHC plans will be integrated with effective careers guidance.

- **Role Models and Work Experience:** Neurodiverse learners will have opportunities to hear from successful adults with disabilities who have excelled in their careers, reinforcing the possibility of achievement in a range of fields. Additionally, the school will work closely with employers to ensure necessary support is in place for work experience placements.

Overall, the school's approach ensures that neurodiverse learners are well-prepared for their future career paths, with tailored guidance and the necessary support to succeed in both the workplace and further education.

Staff Training and Updates

Inscape House School's careers programme ensures that all staff are regularly updated with relevant information to support the delivery of effective careers guidance. This includes:

- **Annual Distribution of Careers Policy:** All staff will receive a copy of the Careers and Employability Policy when updated to ensure alignment with the school's strategic approach and vision.
- **Regular Email Updates:** Staff will be informed about key local and national initiatives, such as National Careers Week, through regular email communications.
- **Termly Careers Programme Review:** A review of the careers programme will be sent to Senior Leadership Team (SLT), the Link Governor/governing body, and the Management Committee, and will be made available to all staff for transparency and ongoing input.
- **Careers Calendar Development:** A dedicated Careers Calendar will be developed, highlighting key local and national events and initiatives, allowing staff to engage and participate in relevant activities.

This approach ensures that all staff are well-informed and actively involved in the school's careers programme, fostering a collaborative effort to support student career development.

The Gatsby Benchmarks

An overview of the Gatsby Benchmarks

Inscape House School has effectively utilised the support and guidance provided by the Gatsby Benchmarks to establish a robust careers education and guidance system. As a result, the school is now in a significantly improved position, ensuring that all pupils have access to comprehensive and high-quality careers education, advice, information, and guidance. This strategic approach has enhanced the school's ability to support students in making informed decisions about their future pathways and career development. Please use the hyperlink below to learn more about the 8 Gatsby Benchmarks.

[Updated Benchmarks Overview | Gatsby Benchmarks](#)



SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none"> • Most recent Compass evaluation – achieved 100% in all areas except 1. • Passionate and skilled Careers Lead/Advisor and Supportive and committed Careers Governor • We now have Inscape Vocational College which can offer BTEC qualifications in Digital Media, Hair and Beauty, Sport and fitness and Health and Social Care. • Placements and employer encounters are being tracked. • School placement links forged with GUSTO, Mercedes, DISC, Cera Cycloan and Carrington Riding School, links also continue with SCC. • Working with Atkins Realis to improve STEM activities across the school • Contact with employers has been maintained and placements are continuing to be sourced. • Employability practitioner will be qualified as L6 advisor by Summer 2025. Further teacher completing L4 qualification. • Careers curriculum well structured and embedded in P16. • Productive events/STEM/Barclays/Taster events and visits continue to be organised • Inscapism enterprise venture continues – linked to DISC • 2 Students continue to access offsite College links at DISC • Workshops that focus on Digital skills and pathways to employment for up to 20 learners will begin into the new year and facilitated by DISC. • Café is being re-established as training café • Work journals in place for learners to track progress. • Previous leavers have returned as guest speakers • NASS conference – Inscape and Atkins Realis completed talk at NASS conference to detail how link between industry and schools can work. 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Careers to be embedded in varied subject areas to be more consistent • The current facilities for vocational development are insufficient to meet the growing demands of students, limiting our ability to compete with local colleges offering specialised programs such as Digital and Multi-Trade courses. As a result, we are forced to outsource vocational training to Alternative Provisions (APs) and Colleges. This solution not only incurs additional costs but also restricts access to only a small number of students, thereby hindering wider participation in these essential career development opportunities. • Improved dialogue between school and placement providers is required when making assessment of work-related competencies (work journals) • Source work placements/training provider links that may lead to future internships/apprenticeships/employment opportunities • The careers programme for learners with complex needs to be improved to enable learners to access external work placement opportunities where possible • Evaluate learner/parent views about the Careers programme at agreed intervals and use data to enhance the quality of the programme • Case studies and success stories to be publicised more frequently on the school website/Face book page • Identify avenues to increase apprenticeships/internship routes • More dialogue with parents in relation to careers options and opportunities and to sign post to appropriate guidance • Greater dialogue required between the school and employer and College partners to ensure that we gather more formal information in relation to learner progress
<p>Opportunities</p> <ul style="list-style-type: none"> • Contact other organisations and schools to share good practice • To develop career opportunities within the wider trust services • Teachers to embed and celebrate CEIAG in their classrooms • Identify potential employer links that would be willing to provide apprenticeships/internship routes for leavers • Increase employability opportunities for Post 16 Explorers (Internal and potentially external opportunities) • Create our own vocational learning hubs onsite – Multi trade & Digital to compete with other provisions. • Develop a larger team to oversee careers. 	<p>Threats</p> <ul style="list-style-type: none"> • Lack of time and resources to support sourcing of placements and to maintain partner relationships. • Potential decline in student numbers due to resources and facilities being subordinate to other similar SEND providers. • Lack of dedicated digital learning facilities. Recommendation: Invest in digital hub at Inscape for coding, digital marketing, and game design, and partner with tech companies for real-world learning. • Insufficient vocational and digital hub. Recommendation: Develop specialised hub onsite for trade skills and digital learning to compete with other organisations and to provide a more attractive offer.

	<ul style="list-style-type: none">• Over-reliance on outsourcing, affecting financial stability. Recommendation: Invest in in-house resources, explore alternative funding sources.• Insufficient career pathways and support for neurodiverse students. Recommendation: Establish clear employment pathways and inclusive programs for neurodiverse learners.• Competitiveness: Limited programs and outdated facilities compared to competitors. Recommendation: Expand curriculum into high-demand fields like AI and cybersecurity to improve offer and to improve student engagement.• Collaboration with Business Partners: Lack of structured work experience and placements. Recommendation: Strengthen links within the Trust and with Trust corporate partnerships for internships, work placements, and mentorship opportunities.
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Inscape House School Strategic Careers and Employability Plan

(Plan linked to findings after Careers Impact Review) This strategic plan outlines clear, actionable steps to improve career education and guidance at Inscape, with an emphasis on inclusivity, employer engagement, and pathways to employment. The SMART actions will ensure measurable progress, providing students with the skills, opportunities, and guidance they need to succeed in their chosen careers. The plan also links to the school's Quality Improvement plan and Careers and Employability Action Plan.

Objective and Theme (Linked to Careers Impact system)	What will success look like	Action	Impact/Benchmark reached
<p>Theme 1: Careers Leadership & Strategic Careers Planning.</p> <p>Objective: Develop a strategic careers plan that integrates with the School Quality Improvement Plan (QIP) and Curriculum Action Plan, ensuring that learners are equipped with clear pathways to employment and career development.</p>	<p>A stable and effective careers programme, strategically embedded across the school, that is understood and accessible to students, staff, parents, governors, and external partners.</p>	<p>By December 2024, complete the development of a strategic careers plan aligned with the School's QIP and Curriculum Action Plan, including clear priorities for careers provision.</p> <p>By March 2025, visits to local SEN providers will have taken place and attendance at AAC cluster groups will have been established as a way to gain insights into best practices and to incorporate relevant findings into the careers programme.</p> <p>By April 2025, ensure all teachers are trained on embedding careers into their curriculum areas (Observation of practice), with a focus on Quality Improvement and the careers system.</p> <p>By June 2025, establish partnerships with enterprise advisors and industry ambassadors to oversee specified vocational pathways and</p>	<p>Benchmark 1: A Stable Careers Programme. A comprehensive and cohesive approach to careers education and guidance.</p> <p>Enhanced understanding of career development for neurodiverse students and integration of best practices into school provision.</p> <p>Careers learning is consistently integrated into subject teaching, supporting student progression to employment pathways.</p> <p>Increased and diversified work experience placements</p>

		to source work experience opportunities in targeted vocational areas.	for students, helping to identify career pathways.
<p>Theme 2 - Addressing the Needs of All Students</p> <p>Objective: Create a careers programme that challenges stereotypical thinking and raises aspirations, particularly for neurodiverse students, ensuring every student is equipped for a successful transition to post-16 pathways and beyond.</p>	<p>Careers guidance tailored to the needs of each student, with a focus on inclusivity, personal development, and informed career choices.</p>	<p>By April 2025 Students to whom it is appropriate will have participated in workshop/session to support them in understanding their rights as neurodiverse employees, including understanding reasonable adjustments in the workplace.</p> <p>Support learners through workshops in understanding how to use “linked in” to enable access to wider career networks.</p> <p>By March 2025, collect and analyse stakeholder feedback via surveys to inform the development of the careers programme.</p> <p>Complete termly reviews using Compass+ to track student destinations and employer encounters, ensuring accurate and up-to-date data is maintained and accessible.</p> <p>Improve focus on vulnerable and targeted groups of pupils where behaviour, attendance and progress data raises concern (Risk of NEET Indicator -RONI) model and tracking to be considered to reach learners early to reduce risk of becoming NEET)</p> <p>By September 2025, ensure that 100% of Year 11 and Year 12 & 13 students for whom it is appropriate have a personalised Pathway</p>	<p>Benchmark 1 – A Stable careers programme.</p> <p>Benchmark 3 - Addressing the needs of each pupil: Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout.</p> <p>Increased understanding of neurodiversity and workplace inclusion, improving student confidence and self-advocacy skills.</p> <p>Continuous improvement of careers provision, ensuring that it meets the evolving needs of students.</p> <p>Improved tracking of student career outcomes and enhanced provision based on this data.</p>

		Plans that include their career aspirations and next steps.	
<p>Theme 3: Access to high quality information about future study options, labour market opportunities and encounters with FE, higher education, and training providers.</p> <p>Objective: Equip students and parents with the knowledge and resources needed to make informed decisions about future study, career pathways, and available opportunities in further education, higher education, and apprenticeships.</p>	<p>Students and parents have access to high-quality, engaging career information that enables informed decision-making.</p> <p>Present LMI in a way that is engaging for students, giving them the opportunity to find out about the state of the industry today and in the future.</p> <p>Students more equipped to understand the potential challenges within the industry, ask more relevant questions of employers and come to an informed decision about their future career choices.</p>	<p>By February 2025, implement a system for delivering Labour Market Information (LMI) in an engaging way to students across all year groups.</p> <p>By April 2025, Learners (Y11 – 13) whom it is appropriate will have experienced at least two meaningful encounters with post-16 providers, including colleges, universities, and apprenticeship/internship schemes.</p> <p>By June 2025, ensure that 100% of Year 12 & 13 students for whom it is appropriate visit at least one university and one industry-related employer as part of their career exploration.</p> <p>By September February 2025, Update parent and student Information on the school website, providing up-to-date career resources and useful links.</p> <p>By December 2024 - Check Provider Access Policy for required updates.</p> <p>By February 2025 – Develop potential visual road map to support learner journeys and understanding of career pathway (P16 pathway plan is in place)</p>	<p>Benchmark - 2 Learning from career and labour market information.</p> <p>Increased student awareness of current and future job market trends, improving their decision-making on career paths.</p> <p>Benchmark 7 – Encounters with further and higher education.</p> <p>Enhanced student understanding of post-16 options, facilitating smoother transitions to future education and employment.</p> <p>Students gain valuable insights into both academic and vocational routes, improving their career prospects.</p> <p>Increased engagement and support from parents in guiding their children's career decisions</p>

		<p>Through career and employability topics assist pupils in understanding recruitment processes, pathways into specific jobs and insight into the many jobs that exist in organisations - Focus on gaining experiences in sectors specified in P16 pathway plan – Identify potential ambassadors for each area.</p> <p>By January 2025 - Begin to make connections with local colleges (inc IVC/Bridge) based on learner pathways/preference.</p>	
<p>Theme 4 – Linking Curriculum learning to careers</p> <p>Objective: Integrate careers learning into the school’s curriculum, ensuring students understand the skills, qualifications, and pathways required for various vocational sectors.</p>	<p>A careers and employability curriculum that consistently links learning to career pathways and equips students with the skills required to succeed in their chosen careers.</p> <p>Implementation of Careers Education through whole-school activities and events/ PSHE.</p>	<p>By January 2025, arrange for at least 5 "Have-a-Go" career events where students can try out tasks linked to specific careers (e.g., engineering, hospitality, healthcare, horticulture, digital).</p> <p>By March 2025, Careers team to complete observations of curriculum lessons to assess how effectively careers are being integrated, with feedback given to teachers on areas for development, where possible link in with KD QA cycle.</p> <p>By May 2025, host at least 3 career-focused events during National Careers Week (NCW)</p>	<p>Benchmark 4 – Linking Curriculum learning to careers.</p> <p>Students have practical experience in different career sectors, helping them make informed choices about future paths.</p> <p>Teachers are supported in enhancing their integration of careers learning into subject teaching.</p>

		<p>and National Apprenticeship Week (NAW), including employer talks and interactive workshops.</p> <p>By June 2025, Staff will have engaged in CPD training programme focused on embedding careers education and the Gatsby Benchmarks in subject teaching.</p> <p>By February 2025 - The careers team will have planned access to a range of enrichment activities, including visiting speakers, neuro diverse employers/employees, STEAM events, workshops and offsite visits to colleges, careers events and universities.</p> <p>By February 2025 - Organisation of careers in the curriculum week will be scheduled.</p>	<p>All teachers link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.</p> <p>Increased student exposure to career opportunities and local employers, supporting career exploration.</p> <p>Teachers/EAs/SEAs are equipped with the tools to connect curriculum learning to real-world career opportunities</p>
<p>Theme 5 – Encounters with employers/employees and experiences of the workplace.</p> <p>Objective: Provide students with meaningful work experiences and direct encounters with employers to develop</p>	<p>Every student for who it is appropriate has at least one workplace experience by age 16 and two by age 18 and engages with employers who can offer insights into career pathways.</p> <p>Expand work experience, training opportunities and employer encounters to broaden connections to wider industry sectors.</p>	<p>By March 2025, secure at least 5 new employer partnerships to provide work experience placements, with a focus on a wide range of sectors.</p> <p>work experience placements for students.</p> <p>By June 2025, ensure that all Year P16 students whom it is appropriate have at least one work placement or job shadowing experience related to their chosen career pathway.</p>	<p>Benchmark 5 - Encounters with employers.</p> <p>Increased availability and diversity of work experience placements for students.</p> <p>Benchmark 6 – Experience of workplaces.</p> <p>Every student gains first-hand experience of the workplace,</p>

<p>their skills and career awareness.</p>		<p>By May 2025, A termly "Business Breakfast" event will have been scheduled to connect students with local employers and expand the school's employer network.</p> <p>By September 2025, ensure that all Year 12 students participate in at least one workplace visit, particularly targeting high-demand sectors such as digital.</p> <p>Students are exposed to a wide range of industries, helping them make better career choices.</p> <p>By May 2025 – The Careers team will have facilitated relevant training for partners on ASC and neurodiversity.</p> <p>Personalise employer interactions so that students find these discussions relevant for their future and not just generic careers advice.</p> <p>Through careers learning students will be encouraged to think about what they wanted from an experience of work and what skills they would need to demonstrate during their time with an employer.</p> <p>By February 2025 – Re-establish the school café as a training café for pupils. Refer to sub action plan re priorities in reinstating learners and ensuring that the referral process is</p>	<p>helping them make informed career decisions.</p> <p>Enhanced relationships with local businesses, increasing opportunities for student work placements and apprenticeships.</p> <p>Students are exposed to a wide range of industries, helping them make better career choices.</p> <p>Students will have broader experiences within the local labour market which will help them to make informed career/future pathway decisions.</p> <p>Employers will have a better understanding of how to support a neuro-diverse workforce and value the benefits of neurodiversity in the workplace.</p> <p>Identified learners that have aspirations to work in the digital sector will have participated in at least one</p>
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		<p>established, and environment organised appropriately for neuro diverse learners.</p> <p>Through work journals and records learners will reflect upon feedback from employers and will learn from workplace experiences, identifying personal progress and the skills and knowledge developed through work experience.</p>	<p>meaningful encounter linked to digital careers.</p>
<p>Theme 6 – Personal Guidance.</p> <p>Objective: Provide tailored career guidance to students, ensuring each learner has access to a personalised pathway plan that supports their transition to post-16 education or employment.</p>	<p>Students receive individualised guidance and support that helps them progress along their chosen pathways.</p> <p>Establish learner pathway plans as part of ongoing careers discussions which will feed into vocational profiling and link to potential future employment/internships/apprenticeships/FE.</p> <p>A system is in place to monitor the guidance given to students and to ensure that those providing guidance are trained to the appropriate level.</p> <p>Interviews to be contextualised with information about students’ academic performance and career education.</p> <p>Sustained transition support for Year 11 learners going into post-16 pathways (IVC, Bridge, Inscape House)</p>	<p>By January 2025, implement a robust system for tracking 1:1 careers guidance sessions for students, ensuring that all Year 10-14 students have access to personalised support.</p> <p>Where possible careers lead/advisor to attend annual reviews for Year 11 to Y13 students to update and refine their Post-16 Pathway Plans, ensuring they align with their goals.</p> <p>1:2:1 Careers meetings to commence in January 2025 - provide regular career discussions with pupils/parents and maintain links with external providers to ensure that students feel supported in their transition plans.</p> <p>By March 2025, update the Careers, Enterprise, and Employability section of the school website to include up-to-date resources, guidance documents, and links to relevant career information.</p>	<p>Benchmark 8 – Personal guidance.</p> <p>Every student whom it is appropriate receives guidance tailored to their individual needs and career aspirations.</p> <p>Students have a clear and realistic plan for their future, including post-16 education, training, or employment.</p> <p>Strengthened collaboration between school, parents, and external providers, ensuring smooth transitions for students</p> <p>Increased accessibility to careers resources for</p>

	<p>Systematic recording of the individual advice given to each pupil, and subsequent agreed decisions.</p>	<p>P16 Learner pathway document to be shared with parents and referred to during the annual review process (for P16 learners)</p> <p>From January 2025 - 1:1 & group Career discussions to be arranged and delivered to Y10 – Y14 pupils (JD to facilitate and to support MY) Learners accessing EOTAS/Outreach learners to be included where appropriate.</p>	<p>students and parents, empowering them to make informed decisions.</p>
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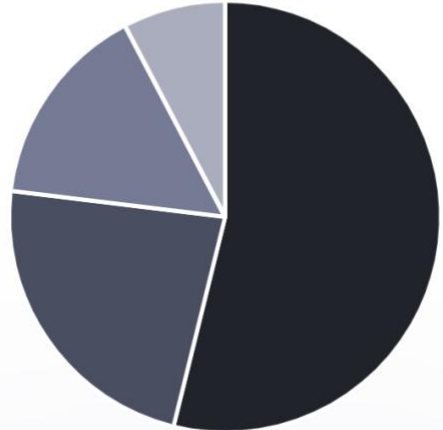
Learner Destinations

The school tracks the destinations of learners upon leaving to ensure accurate data on their transitions to further education, training, or employment. However, there is a need to improve the process for tracking the ongoing progress of these placements. To strengthen this, we aim to establish a more robust system for monitoring whether placements have continued positively for up to 3 years of a pupil leaving the school. This may involve collaboration with local authorities and SEND caseworkers, as well as through alumni events, to gather feedback and ensure that learners are receiving the support they need in their next steps.

Learner Destinations July 2024

Data	Destinations July 2024
<p style="text-align: center;">Destination Data 2024</p> <p>Legend:</p> <ul style="list-style-type: none"> ■ FE/ College ■ Life Skills ■ Paid Employment/ Apprenticeship ■ Social Care Package ■ Supported Internship 	<p>Post 16 Leaver Destinations July 2024</p> <p>College/FE - 36.5% This includes: David Lewis Wythenshawe College Stockport College Reaseheath College Seashell</p> <p>· Life skills - 18.2% This includes packages provided by Local Authorities</p> <p>· Paid employment/ apprenticeship - 9% This includes Football Coaching in the community sourced through Curzon Ashton work experience, alongside manufacturing work</p> <p>· Social care package - 27.3% This includes access to courses and events at Pure Innovations and through Greater Minds with the added support of residential care/ respite care</p> <p>· Supported internship 9% A personalised placement in manufacturing in Cheshire East</p>

Learner destinations 2023

Data	Destinations July 2023
<p>Destination data 2023</p>  <p> College/Further Education Life Skills Programme Supported Internships Social Care Package </p> <p>54% College/FE</p> <p>23% Life Skills Programme</p> <p>15% Supported internships</p> <p>15% Social Care Package</p>	<p>College/FE</p> <ul style="list-style-type: none"> • 1 Student transitioning to PINC college • 1 – Oldham College • 1 Salford City College future skills • 1 South and West Cheshire College. • 1 Oldham College Mechanics • 1 Oldham College • 1The Manchester College. <p>Life Skills</p> <ul style="list-style-type: none"> • 3x Students transitioning to David Lewis <p>Social Care</p> <ul style="list-style-type: none"> • 1 accessing social care package <p>Supported Internship</p> <ul style="list-style-type: none"> • 2 Internship Cheshire East

Learner destinations July 2022

Post 16

2022 Leavers

We have 3 Post 16 leavers this year:

- 1 learner has applied to attend an apprenticeship programme at Tameside College which focuses on multi trade. He completed GCSE resits in November and improved from Grade 3 to Grade 5 in English and Mathematics. He has also applied for an apprenticeship through Skills Training UK at Hyde Coatings in Tameside and he is currently awaiting a date for an interview.
- 1 learner has decided to decline an offer to continue with Catering at The Manchester College and is hoping to transition to Birtenshaw College. He has achieved a Level 2 qualification in Functional English and he is currently working towards level 1 in Functional Mathematics.
- 1 Learner was due to leave us in December 2021 as he was relocating with his mother to Wales but the sale fell through. He is currently awaiting a new date to leave us and the SEN team are awaiting confirmation before transferring his documents to the new Welsh local authority. He does not wish to engage in employment or education and his mother is going to support him in setting up his own craft/woodwork business. He is currently working towards an A Level qualification in Art.

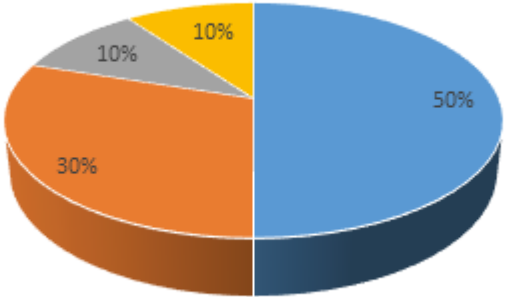


Learner destinations July 2021

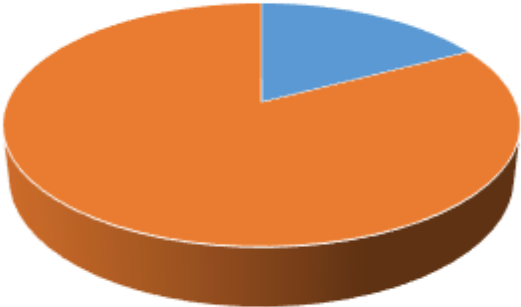
In July we worked closely with local colleges, local authorities, and social care to ensure that our learners were able to access placements and packages that would enable a route to greater independence, future employment, or higher education. Learners engaged positively with careers discussions and with the application process and families welcomed the swift response in attempting to secure placements well in advance of the summer term. The partnership with The Manchester College continues to evolve positively.

Data	Destinations July 2021
<p>Destination data 2021</p> <p>■ FE/Vocational college ■ Life skills/social care packages ■ Unspecified ■ Internship programmes</p>	<p>58 % of Post 16 leavers went on to access FE/vocational college placements- 3 placements sourced from college partnership work.</p> <ul style="list-style-type: none"> • 1 learner transitioned to The Manchester College to engage in Vehicle maintenance. • 1 learner transitioned to The Manchester College to engage in Creative media. • 1 learner transitioned to The Manchester College to engage in Childcare. • 1 Learner transitioned to Salford City College to engage in Multi trade. • 1 learner transitioned to Macclesfield College to engage in Electrical engineering. • 1 Learner transitioned to Oldham College to engage in Fashion. • 1 Learner transitioned to Aquinas College to engage in Politics and Core maths. <p>17 % of Post 16 leavers went on to access provisions and packages that would focus on the development of life skills</p> <ul style="list-style-type: none"> • 1 Learner transitioned to a package organised by Pure innovations. • 1 Learner transitioned to The Rosendale Trust. <p>8 % of Post 16 leavers had not specified a placement and were liaising with the Local Authority</p> <ul style="list-style-type: none"> • 1 learner awaiting agreement with LA regarding educational package. <p>17 % of Post leavers went on to access Internship programmes</p> <ul style="list-style-type: none"> • 2 Learners transitioned to The Manchester College to access internship programmes.
<p>58 % FE/Vocational college placements 17 % Life Skills programmes/Social Care Packages 8 % Unspecified 17 % Internship programmes</p>	

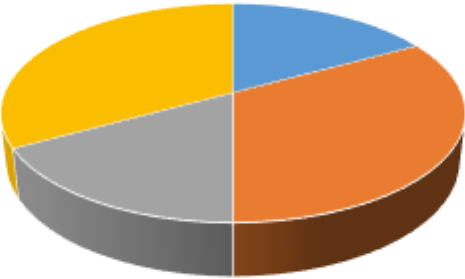
Learner Destinations July 2020 (7 Adventurers/Pioneers & 3 Explorers) 10 - P16 Leavers

Data	Destinations
<p style="text-align: center;">Learner Destinations</p>  <p>50% FE/HE 30% Life Skills programmes/Social Care Packages 10% Unspecified 10% Self Employed</p>	<p>50 % of Post 16 leavers will access FE/HE - 2 placements sourced from College partnership work.</p> <ul style="list-style-type: none"> • 1 learner has applied to Sheffield university to engage in Korean studies offer provided in principle • 1 learner will attend Access Creative College (Games design) • 1 learner will access TMC - (Go Digital Creative media internship programme) • 1 Learner has options to access Bolton College or Project Inc to pursue Arts qualification - funding currently being agreed • 1 learner leaving early to access Trafford College <p>30% of Post 16 leavers will access provisions and packages that focus on the development of life skills</p> <ul style="list-style-type: none"> • 1 Learner will access a social care/life skills package - Cheshire East • 1 Learner will attend Bridge College (Life skills) • 1 Learner will attend Bright futures (Life skills residential programme) <p>10% of Post 16 leavers have not yet specified a placement</p> <ul style="list-style-type: none"> • 1 learner does not have an agreed or secure placement and this is attributable to the families' resistance to accept offers that have been presented. The learner's mother will be engaged in a tribunal with the local authority from 23rd July. <p>10% of Post leavers will engage in Self-employed business</p> <ul style="list-style-type: none"> • 1 Learner is setting up as a self-employed artist and will be selling and commissioning art work

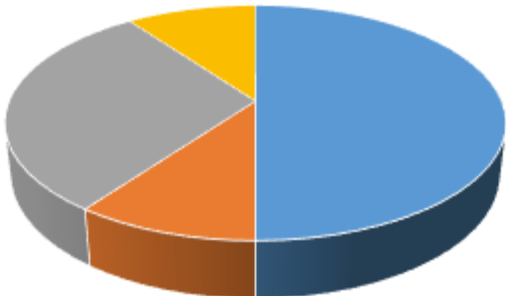
Learner Destinations July 2019 (3 Adventurers) 3 Post 16 leavers

Data	Destinations
<p data-bbox="510 475 833 512">Learner Destinations</p>  <p data-bbox="546 901 797 927">■ FE ■ Internship ■</p> <p data-bbox="192 959 380 1019">67% FE 33% Internship</p>	<p data-bbox="1171 451 2047 507">67% 2 students went on to access FE/HE - 2 placements sourced via College partnership work.</p> <ul data-bbox="1317 515 1953 699" style="list-style-type: none"> • 1 Learner went to SCC to engage in Catering and Hospitality as of June 20 remains in placement • 1 Learner went to SCC to engage in Vehicle maintenance as of June 20 remains in placement <p data-bbox="1171 730 1818 762">33% 1 student went on to access Supported internship</p> <p data-bbox="1171 794 1482 826">TMC supported internship</p> <ul data-bbox="1317 834 2007 914" style="list-style-type: none"> • 1 Learner accessed TMC to complete a supported internship programme As of June 20 moving onto Level 3 Creative Media, course at TMC.

Learner Destinations July 2018 (5 Adventurers & 1 Explorer) 6 leavers (5 P16 & 1 Upper)

Data	Destinations
<p style="text-align: center;">Learner Destinations</p>  <p style="text-align: center;"> ■ FE ■ Paid employment ■ Life Skills ■ Apprenticeships </p>	<p>17% students went on to access FE</p> <ul style="list-style-type: none"> • 1 Learner went to The Skills Company to complete GCSE English and construction qualifications <p>33% students went on to access apprenticeships</p> <ul style="list-style-type: none"> • 1 Learner accessed Warrington & Vale Royal College (upper school learner) to complete a plumbing apprenticeship programme • 1 learner accessed an apprenticeship programme with Purple Mountain Media - placement sourced via work experience. <p style="background-color: #00FF00;">As of June 20 remains in placement</p> <p>17% of Post 16 leavers will access provisions and packages that focus on the development of life skills</p> <p>1 Learner went on to access a social care/life skills package at The Seashell Trust</p> <p style="background-color: #00FF00;">As of June 20 remains in placement</p>
<p>17% FE 33% Apprenticeships 17% Life Skills programmes/Social Care Packages 33% Paid employment</p>	<p>33% Post leavers engaged in paid employment</p> <ul style="list-style-type: none"> • 1 Learner gained paid employment - Urban Jungle - Manchester • 1 Learner went on to work as a beauty therapist As of June 20 remains in employment

Learner Destinations July 2017 (7 Adventurers & 3 Explorers) 10 Post 16 leavers

Data	Destinations
<p style="text-align: center;">Learner Destinations</p>  <p style="text-align: center;"> ■ FE ■ Unspecified ■ Social Care/Life skills ■ Paid Employment </p>	<p>50% students went on to access FE</p> <ul style="list-style-type: none"> • 1 Learner went on to access Cheadle College • 2 Learners went on to access Bury College As of June 20 both still in placement • 1 learner went on to Eccles College A As of June 20 remains in placement • 1 Learner went on to access Reseheath College As of June 20 remains in placement <p>10% of Post 16 leavers have not yet specified a placement</p> <ul style="list-style-type: none"> • 1 learners did not have an agreed or secure placement and this was attributable to mental health and family bereavement <p>30% Post 16 leavers went on to access provisions and packages that focus on the development of life skills</p> <ul style="list-style-type: none"> • 1 Learner went on to access a social care/life skills package at The David Lewis centre • As of June 20 remains in placement • 1 learner went on to access Social care Package via Active Tameside As of June 20 continues to access support • 1 learner went on to access Social care Package <p>10% Post Leavers went on to access Paid employment</p> <ul style="list-style-type: none"> • 1 Learner worked as a car cleaner on leaving Inscope (as of June 20 applied to Warrington and Vale Royal College)
<p>50% FE 10% Unspecified 30% Life Skills programmes/Social Care Packages 10% Paid employment</p>	

Most recent Compass evaluation Results



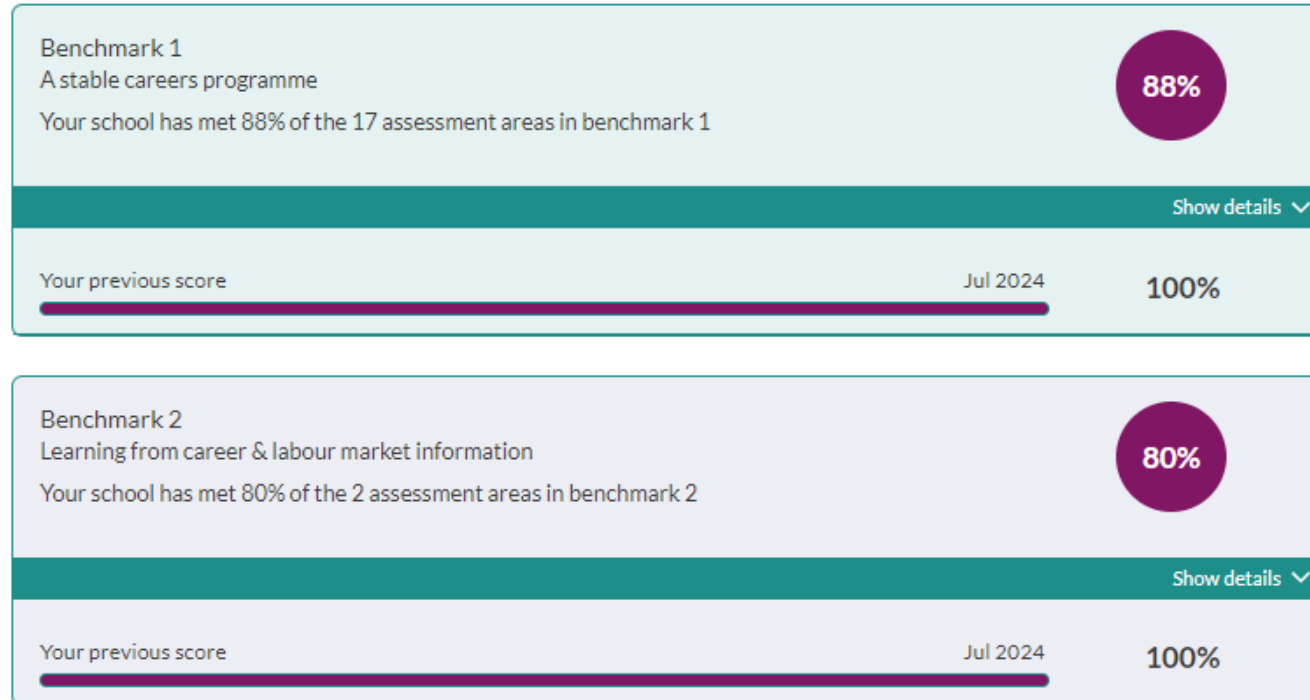
Results

4 December 2024

Inscape House School

Your results show your progress in achieving the eight [Gatsby Benchmarks](#).

Compass evaluation results help you to identify strengths and discover areas for improvement within your careers provision.



Benchmark 3
Addressing the needs of each pupil

Your school has met 90% of the 7 assessment areas in benchmark 3

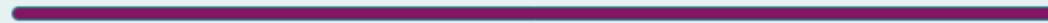
90%

Show details ▾

Your previous score

Jul 2024

100%



Benchmark 4
Linking curriculum learning to careers

Your school has met 75% of the 4 assessment areas in benchmark 4

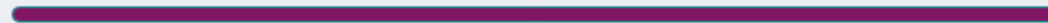
75%

Show details ▾

Your previous score

Jul 2024

100%



Benchmark 5
Encounters with employers & employees

Your school has met 75% of the single assessment area in benchmark 5

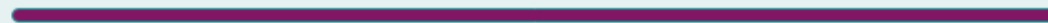
75%

Show details ▾

Your previous score

Jul 2024

100%



Benchmark 6

Experiences of workplaces

Your school has met 62% of the 2 assessment areas in benchmark 6

62%

Show details

Your previous score

Jul 2024

87%

Benchmark 7

Encounters with further and higher education

Your school has met 75% of the 4 assessment areas in benchmark 7

75%

Show details

Your previous score

Jul 2024

100%

Benchmark 8

Personal guidance

Your school has met 87% of the 2 assessment areas in benchmark 8

87%

Show details

Your previous score

Jul 2024

100%

The careers team

We recognise that our students, parents, and guardians require access to careers information to support decisions to inform future choices. If students, parents or guardians require contact with the school careers link then they can liaise with Marie Young (Careers advisor & Employability lead) or Richard Nancollis (Post 16 Deputy Head) via the school office on 0161 283 4750 or alternatively via the following email addresses: Marie.Young@togethertrust.org.uk Richard.Nancollis@togethertrust.org.uk

Useful websites

nationalcareers.service.gov.uk- The National Careers website provides access to job profiles, outlining the skills required, main tasks, pay levels and career prospects for hundreds of different jobs. In addition, valuable guidance on the different stages involved in getting a job

apprenticeships.gov.uk- A website for anyone wanting to know more about apprenticeships. The website has a search facility for job specific apprenticeships in a particular area.

icould.com- Helpful videos about a wide range of job roles

autism.org.uk- National Autistic Society

gov.uk/guidance/equality-act-2010-guidance- The equality Act legally protects people from discrimination in the workplace and in wider society.

careerconnect.org.uk- Career Connect provide high quality independent careers advice, bridging the gap to learning and employment and better life chances for young people and adults.

ucas.com- The Universities and Colleges Admissions Service

Local Colleges

[Inscape House Vocational College | Together Trust](#)

[Bridge College | Together Trust](#)

salfordcc.ac.uk - Salford City College

tmc.ac.uk- The Manchester College

trafford.ac.uk- Trafford College

aquinas.ac.uk- Aquinas College

theadle.cmcnet.ac.uk- Cheadle College

accesscreative.ac.uk- Access Creative College

[Home - Pinc College](#) – PINC College

[DISC – Digital Independent Specialist College](#) – Digital Independent Specialist College