

Millgate School Careers Programme 2022 - 2023

- To prepare all students for the opportunities, responsibilities and experience of adult life.
- To cultivate a meaningful careers programme, allowing students to make a positive contribution to society.

We are a SEND school for students from Year 4 to Year 11 focusing on Social Emotional and Mental Health (SEMH) needs. Due to the nature of the SEMH needs of our students (ASD, ADHD, attachment disorders, learning difficulties and disorders) our students are at extreme risk of child exploitation, criminality, social deprivation and engaging with the Youth Offending Service. We are an OFSTED rated Outstanding school, with an Outstanding residential provision. We have very high expectations of our students and work closely with them to identify any specific needs and support they may require, academically, socially and in relation to their Educational Health Care Plan (EHCP).

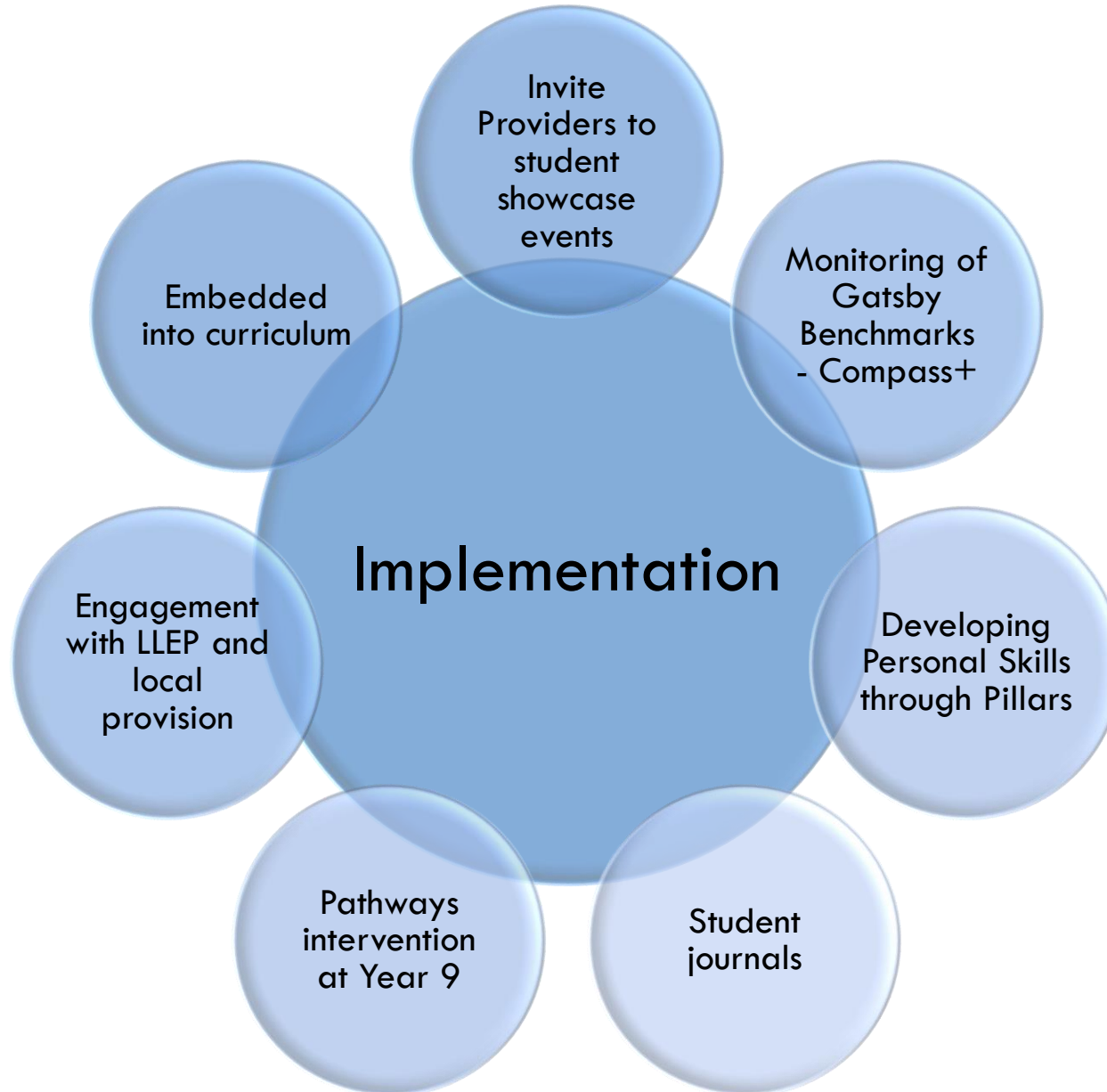
The fundamentals of what we do is preparing our children for a world beyond Millgate School and creating functioning members of society, to transform their lives and inspire their futures. Inspiring our students through real-life experience with the world of further education and work to help them understand where positive choices can take them in their future. We ensure our students' voices are heard continuously throughout their journey at Millgate School, in their Annual Review, connexion meetings, and during their post-16 transition processes.

The Careers Education Information Advice and Guidance (CEIAG) refers to a range of activities and interventions that inform student decisions regarding progression through their learning into further education and employability. The Education Act requires schools to secure access to independent careers guidance for pupils in years 8-13. Our students have the freedom and guidance to choose their destination from full-time education school or college, an apprenticeship/traineeship, part-time education/training, employment or volunteering.

The following pages outlines our status with our careers provision, our vision and the impact it is making.

Millgate School's Strategy







Our current status.

Millgate School has a wide variety of activities that students can do to prepare them for the world of work and life post Millgate. We are involved in a lot of different aspects within our students' lives, both educationally and pastorally.

Our Culture – Transforming Lives and Inspiring Futures.

On school ethos ingrained within all aspects of our daily life, we aim to make our students ready both educationally, morally and socially for life after Millgate. We develop our students to build strategies from the challenges they have faced, implementing ways to overcome adversity. We work hard to deliver a strong educational programme integrated with our Pillars lessons to create young people who are resilient, independent and aspirational.

Parental Engagement at home and in school

We strongly believe that raising parental engagement in turn raises student engagement in school. To include those with parental rights, we arrange transport to and from school, home visits with parents to check in with the family; daily phone calls to inform parents of their child's status and wider pastoral support. We hold student showcase events half-termly and invite parents to see the progress their child has made as well as Annual Review meetings to discuss how their child is progressing against their EHCP targets. We make sure Millgate staff and its facilities are as accessible as possible to parents, including making the residential available for students to access.

Careers week – Pathways – Tasters – Using Alternative Provision

Students have an implicit careers week and exposure to careers education throughout the year. We offer bespoke careers talks, Q&A's with professionals, college and university tours and mock interviews. It helps with a child's Personal, Social and Health Education through their Pillars curriculum and works based on what the students' needs are and where their interests are. Students are interviewed about their interests and possible career pathway in KS3; courses and options are then offered based on these interests. New starters in KS4 are also interviewed to provide the right pathway to meet their needs. Pathways offers include qualifications ranging from Entry Level, BTEC Level 2 and GCSE's. We also ensure students are prepared for adulthood through the ASDAN qualification. Some students are offered the opportunity to pursue a vocational course using an Alternative Provider.

Alternative Provisions and use of Keyham resources

At KS4 there is the opportunity for students to choose a specific pathway they are interested in. The main areas our students tend to choose are Sport Studies, Catering and Animal Care. They will have interviews with the careers lead to find out the areas they are interested in and what their long-term goals are. We tailor pathways in The Final Chapters based on student need, such as those that are interested in Mechanics or Construction and make use of our long standing relationship with Alternative Providers, such as Enstruct, Trans4m or Future Cycles. We also have access to "The Land", a site where students can develop and access training with Animal Care or Construction.

Academic outcomes and Successes

Millgate School is proud of the academic progress our students make, with a year on year increase in students pursuing further education once they leave Millgate School. More students are leaving with GCSE Maths and English, allowing them to access Level 3 qualifications in their desired course. We have had a drastic reduction in students who are NEET or engaged with YOS, as targeted intervention takes place sooner for our students.

Destinations and Careers Education

Our Post 16 students have a dedicated member of staff who keeps in contact with them as they embark on life after Millgate. They keep track of where they are, what they are doing, if there are any issues and how we can help them. We work closely in collaboration with Connexions Leicester to support the leavers in identifying those who are hard to reach and need support with any aspect of Post-16 life. This support extends to the family and ensures that leavers are a part of our community long after they leave.

Implementation

Engagement with LLEP and local provision

Senior Leaders and the Careers lead is responsible for implementing a stable careers programme and provide a variety of careers opportunities across the school; we work with the LLEP and have formed a partnership with an Enterprise Advisor. We have regular meeting with our partners to ensure we are aware of updates to the labour market and stay informed about trends and opportunities in the community. We have been awarded the Effective Transitions Fund and will work closely with the LLEP to enhance our careers programme further.

Embedded into Curriculum

Teachers and Leaders are responsible for ensuring our curriculum includes opportunities for students to learn about the labour market. Topics of learning are planned to explicitly link to the world of work: In Pillars, we prepare students for life after Millgate by delivering sessions on preparing for adulthood as well as learning about employability. Opportunities to develop skills for personal development are also offered through TDT time, giving students the chance to hone interpersonal skills and undertake learning associated with their interests and hobbies.

Inviting Providers to student showcase events

All members of staff draw upon their networks and knowledge to invite providers and employers to student showcases so that parents, students and providers can network and discuss the positive interaction students have when they are there and can answer any questions that parents may have at that time. We will also discuss any pathway options or opportunities with parents during these showcase events to identify and create new links for provision in the future.

Monitoring of Gatsby Benchmarks – Compass+

The Careers Lead will monitor and track our implementation of careers opportunities and experiences using the Compass+ platform termly. Using this tool we identify benchmarks that need a focus and create interventions or programmes to address any issues in reaching a benchmark. We share our findings with partners, as well as discuss our progress regularly in Leadership to ensure that the school is providing the best careers education it can. We also discuss any barriers or opportunities to pursue funding to meet benchmarks.

Developing Personal Skills through Pillars

As part of the Pillars curriculum, Teachers prepare our students for the wider world. This helps our students build their interpersonal skills, resilience and teamwork and is a useful measuring tool for staff to track their Character Development. These can include, working in the community through voluntary work, disability, race and gender education, learning about current issues or doing role-plays, creating video journals or new report. We challenge our student to learn out of their comfort zones or every day norms and develop their sense of personal achievement. Character Development opportunities are implemented during whole school Immersive Learning Days.

Student journals

The pastoral team that works with the students builds a student journal that chronicles the students progress over the year. This builds each year for the student to take away with them once they leave Millgate School. The journal captures the experiences and learning the student has engaged with during their time at school and is a useful tool for the student to draw upon when communicating the learning and skills they have developed during their time with us.

Pathways intervention at Year 9

Our students have interviews with Senior Leaders as well as the Careers lead to track and monitor their aspirations and pathways. This means that we can signpost and create pathways that meet the need of the child. Some of these pathways include Construction, Mechanics or Multi-skills, which means the student will transition to Keyham Lodge to complete a qualification in their desired field.

Our Vision

To create the best service for our students, we need help from a variety of stakeholders. From parents to businesses, to achieve the best long term success for their futures, we all need to be involved.

Developing parent confidence and skills

We need more parents to be involved in their child's education and development of skills for life. Parents and carers can help by engaging with the school regularly. If a parent has any concerns we want to work with them to find workable solutions if possible. We want parents to have the confidence to be able to approach staff at Millgate School and be involved in their child's education and future career aspirations. As the landscape for employment and destinations is constantly changing, we need to ensure that parents are familiar with new routes and opportunities for their child to explore. We need to consider developing the literacy and ICT skills for parents to support their child as they leave Millgate School.

Developing Interpersonal and Social Skills

Many of our students lack interpersonal skills which are a key area that they will prepare them for work and further education. Aspects such as teamwork, active listening, dependability, patience, motivation, self-confidence, resilience etc. can be challenging for our students to learn and implement. These aspects are embedded within our curriculum, however our students needs to familiarise themselves with interacting with strangers in unfamiliar contexts. We want them to have the confidence to interact with society on a daily basis and want to work with people and agencies who can help develop this further.

Focussing on local business and enterprise

We want local and national businesses to be involved with Millgate School. We would develop a relationship to help mentor our students, offer work placements or work experience and demonstrate that they have a place in a work force regardless of the barriers they had faced previously. By engaging with familiar local businesses, we can give our students realistic opportunities for them to consider their next steps and need the tools offered to help build their confidence and knowledge. It would provide our students the exposure to industry and employment and allow them to appreciate the opportunity to challenge the barriers that face.

Variety of Destinations

By interviewing our students early, we can place our students on a pathway that meets their needs and interests. This enables students to embark on a destination that nurtures and continues along that interest. These destinations can include various providers across the county as well as further education colleges that offer courses that provides an academic outcome. We track our students and offer support where their placements or course has broken down. We understand that our students struggle when they leave Millgate School as the support mechanisms are different to what they have experienced with us. We envisage extending this further to include professional support and mentoring that prepares leavers for life after Millgate School.

Raising awareness of options for stakeholders

From students to businesses, parents to governors, we want all our stakeholders to be aware of the options available at Millgate School and be involved in creating more opportunities for them beyond our school.

Corporate Social Responsibility

“According to the UK Small Business Consortium, 88% of consumers said they were “more likely” to buy from a company that “supports and engages in activities to improve society”. Corporate social responsibility policies, therefore, can be an effective way of improving an organisation’s reputation and promoting sales. As consumers become more aware of ethical purchasing and environmental sustainability, organisations with effective CSR policies promote the kind of responsibility that customers are increasingly reacting positively to. All organisations can benefit from being proactive in this area.

Corporate social responsibility frameworks also allow businesses to deal with issues that could cause friction between the organisation and local communities, employees, customers or suppliers. This could include local environmental damage or childcare provision for workers, for instance. Addressing these factors can lead to better community and employee relations, benefiting the organisation and its reputation”¹

As Leicester has nearly 13,000, micro-, small- or medium- sized businesses it would be remiss of both Millgate School and the businesses to not work together to improve their CSR and help Leicester’s vulnerable children. We want our students to be as involved as possible as they will not always be able to access working in business environment and this gives them an insight into the world of work, while boosting their confidence and teaching them new skills.

¹ <https://www.principalpeople.co.uk/blog/2015/11/what-is-corporate-social-responsibility>

Gatsby Benchmarking

One of the main ways we work to enhance our outcomes for students has been to join the Careers and Enterprise Company and rate ourselves against the Gatsby Benchmarks. We do this between 2-4 times a year and it helps us to identify where strengths are and what we can improve. **Below are the Benchmarks and sections from our Action Plan that has been developed to ensure the breadth and depth of our careers offer is effective and evaluated. The action plan is monitored and updated termly to ensure current legislation is met and that we are fulfilling the potential of every student.**

Key task and activities are formed around the action plan:

1. Adhering to curriculum legislation to continue to support for students

- Statutory duties
- Expectations of governing body
- Compliance with the duties
- Responsibilities of schools
- Continued support for vulnerable and disadvantaged young people

2. Gatsby Benchmarks

Benchmark 1: A stable careers programme

- Available on the Schools website
- To have a provision map of the careers program
- Named staff are assigned certain students and companies who they are expected to keep in touch with be first port of call for should the need arise
- All employers are checked against our Service Level Agreements, Quality Assurance documents and Students are Risk Assessed.
- All information is sent to parents, carers, care homes, students

Benchmark 2: Learning from career and labour market information

- Make good use of resources available through the LLEP, via the Enterprise Adviser Network.
- Start early so that young people and their parents have a good amount of time to explore opportunities and build full and realistic pictures of the job market.
- Create a crib sheet for parents to help them understand what the Labour Market Index is
- Overview on website

Benchmark 3: Addressing the needs of each pupil - Targeted support for vulnerable and disadvantaged young people

- Passport to success and needs:
 - Interpersonal Skills
 - Employability Skills
 - EHCP targets and progress
 - Medication and learning needs
- Ensure that our careers programme contains specific plans for groups of students who need tailored support to make effective career transitions.

- Staff know what students' career education and guidance needs are and where they are in terms of their career planning. This draws on insights from tutors, Careers Advisers, mentors and the students themselves.
- Maintain accurate records around student education, training and employment.
- Use passport to evidence student 'experiences'
- Collect and maintain accurate data for each student on their education, training and employment destinations after they leave school.
- Offer mentoring support to more vulnerable students through proven mentoring programmes, for example, Talentino, Young Enterprise or Youth at Risk.

Benchmark 4: Linking curriculum learning to careers

- Students involved in previous years can become mentors to new cohorts of students and develop their skills even further.
- Within Pillars and curriculum used (UCAS progression)
- Have ½ termly newsletter
- Take up the offer of Enterprise Advisers and Enterprise Coordinators who are keen to work with you in linking curriculum learning to careers.
- Adhering to the Bakers Clause

Benchmark 5: Encounters with employers and employees

- Middle Chapter – focus on student's interests and motivations. Develop broad understanding of the world of work.
- Year 9 build aspirations and exploring career opportunity, including challenging stereotypes
- Year 10 address what employers want and self-presentation
- Year 11 practical focus on making plans and applications for post 16 learning
- Speak to Enterprise Advisers and Enterprise Coordinator on employers who would work with subject teachers to develop problem based challenges

Benchmark 6: Experiences of workplaces

- Students are prepared for well for the experience they are about to have. This is more than just dealing with organisational matters. It is about framing learning so that students know what they can get from the experience. We will work closely with employers to make the experience as positive as possible
- After the experience, students undertake structured reflection in a specially-arranged session and /or in subject lessons to reinforce what they have learned
- Employers provide valuable feedback to the school. They provide information about how well students have performed doing work experience or work shadowing placements. They also evaluate their experience of taking part in activities arranged by the school
- Staff support for students during placements is very important – students want a trusted and familiar adult who they can talk to about their experience.
- Students will identify their own placements and submit their rationale and success criteria – ensure placements are appropriate, RA, QA and SLA are completed, whilst still working with VESA
- Ensure a visit and sharing of information is completed prior to placement to reduce numbers of breakdown in placements.

Benchmark 7: Encounters with further and higher education

- Take students to College Open event/invite college into School

- For programmes to be successful they need to start in Middle Chapters. Reinforce key messages in years 10 and prepare students for making their choices in year 11
- Planned programme of on and offsite encounters with further and higher education to strengthen accessibility, outreach and transition preparedness for targeted groups, such as students with SEN.
- Find out which students want to engage in post 16 further and higher education and take them to Leicester University Open Days

Benchmark 8: Personal guidance

- Years 10 and 11 meet with Connexions for careers information and exit interviews from school.

Review

This programme is reviewed annually, the action plan is reviewed every term.

Reviewed by Zuber Ibrahim (Assistant Principal: Lead for Careers and Futures)

September 2022