

# Inscape Careers/Employability Strategy

September 2025 – July 2026



## Key Successes from 2024/25

- No post 16 pupils were identified to be NEET on leaving the school.
- New employer links established with Jodrell Bank, Azet Accounting, Hickory's, Murphy's Engineering, Wythenshawe Park, 3D WTech and Colliers Farm.
- Over 400 Career encounters were facilitated!
- Inscapism web/magazine and Inscape Podcast continued to evolve – Podcasts now on Spotify!
- Together Trust Careers Hub developed involving Bridge College, IVC and Inscape – Focused on developing own TT internship offer with the support of the Trust!
- Career ambassador roles have been established.
- A new enterprise advisor has been sourced.
- Inscape training offer to Employers about neuro diversity and inclusivity in the workplace has been productive.
- We now have a qualified Level 6 Together Trust careers adviser

**Only 30% of autistic people are in any form of employment.**

This is why we work with young people on getting work experience and key life skills early on.

## Our Vision

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

## About us and our Careers offer

Inscape 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

## 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 Education, Information, Advice, and Guidance (CEIAG) programme at Inscape is managed by a dedicated team of professionals committed to delivering high-quality, tailored careers education and employability support/experiences. The team includes:

- **Two full-time employees** who are responsible for the design, implementation, and monitoring of careers education and employability support across the school.
- **The Post-16 Deputy Head:** A key figure in the strategic planning, leadership, and oversight of the careers programme, ensuring its alignment with The Gatsby Benchmarks and current standards.
- **The Careers and Employability Advisor/Leader:** Holds a Level 6 CEIAG qualification, ensuring the delivery of best-practice career advice and guidance, and is responsible for co-ordinating careers activities and employability education across the school.
- **Governor Expertise:** We are fortunate to have the support of a highly skilled and passionate Governor, who contributes to the development and ongoing oversight of the careers programme, helping ensure its quality and impact.
- **Level 4 Career Advisory Support Qualification:** A member of our teaching team is currently pursuing a Level 4 Careers Advisory Support qualification to further strengthen the team's expertise and capacity.

Our **Post-16 Deputy Head** plays a central role in forging strong partnerships with local colleges and provisions that can offer our students pathways into further education and training. These collaborations help facilitate a seamless transition. The Careers Team works closely with the **Together Trust Careers Hub** where the focus is on developing a careers offer within the together Trust and with the aim of developing an internship offer.

### Career Ambassadors

We have a team of Career Ambassadors who contribute to the development of careers education, offering real-world insight and expertise to inspire our students. Our ambassadors include:

- **Mikey Rice** (formerly of Gusto, now employed by Hickory's) – Hospitality
- **Jane Grimes** (farming and agricultural background) – Farming & Animal Care
- **Natalie Halarnyk-Peet** (Atkins Realis) – Engineering
- **Ben Grubert** (AI digital entrepreneur) – Information Technology (IT)

These professionals help to bridge the gap between industry and education, providing students with direct access to a wide range of careers and sectors.

## **Leadership Commitment**

The **Senior Leadership Team (SLT)** is fully committed to the development of CEIAG at Inscape. This commitment is demonstrated by the expansion of the careers team for 25/26. The SLT is dedicated to raising student aspirations, ensuring that all students have access to tailored career pathways that align with their individual needs and capabilities. This reflects the updated expectations set out by the DfE and Gatsby benchmarks.

## **Careers Integration and Student-Centered Approach**

At Inscape, careers education is embedded throughout the school curriculum, ensuring that students receive continuous, age-appropriate careers guidance. We offer a broad range of careers-related events, such as STEAM (Science, Technology, Engineering, and Mathematics) activities in partnership with Atkins Realis, to help students link their studies with future career opportunities.

Recognising the diverse needs of our students—each with a diagnosis of Autism Spectrum Condition (ASC) we tailor our careers activities to ensure accessibility and inclusivity. Some students may have learning difficulties or be pre-verbal, while others may be working at age-related expectations. Our careers events and activities are carefully crafted to ensure that every student, regardless of their abilities, has developmentally appropriate opportunities for engagement.

## **Work Placement Opportunities and External Training**

Inscape ensures that all post-16 students and eligible upper school learners have access to high-quality work placements, which may take place either externally or within the school setting. These placements provide invaluable real-world experiences and help students develop the key employability skills needed for their future careers.

We also offer external training opportunities and maintain strong partnerships with local colleges, including DISC and, where appropriate, Salford City College and The Manchester College. These collaborations create clear pathways for students to access further training and higher education as part of their post-16 progression.

## **Collaboration with External Partners**

Inscape works in close partnership with the Careers and Enterprise Company to ensure continuous progress towards the 8 Gatsby Benchmarks for careers guidance. This collaboration ensures that our provision is aligned with national standards and continually improving, guaranteeing that our students receive high-quality, up-to-date career advice and guidance.

## **Conclusion**

Through a structured and supportive staffing framework, a clear commitment from leadership, and a student-centered approach, Inscape is committed to providing comprehensive and inclusive careers education that prepares our students for successful futures. We focus on creating meaningful career pathways that reflect the individual needs of each learner, ensuring every student has the support they need to transition successfully into post-education life.

**Marie Young Careers Lead/Advisor**



**Richard Nancollis Deputy Head P16**



**Jane Grime Inscape Governor**



## Our School wide expectations -Supporting Neurodiverse Learners: Preparing for the Future

At Inscape we are fully committed to supporting our neurodiverse learners in reaching their full potential. Our approach is grounded in fostering key social and life expectations that are woven throughout our curriculum and integrated into our School-Wide Expectations. These principles not only promote personal growth but also ensure that students are prepared for the challenges and opportunities they will face beyond school. Our expectations align with the updated Gatsby Benchmarks for careers education, ensuring that we meet national standards and provide comprehensive, inclusive career guidance.

1. **Independent: Encouraging Autonomy and Decision-Making**

We empower students to take ownership of their learning, decision-making, and everyday life skills. Fostering autonomy in both school and personal environments helps students develop the confidence and self-sufficiency required for a successful future, in line with **Benchmark 3** (Addressing the needs of every pupil and ensuring a broad, inclusive careers programme that engages students in meaningful career-related learning).

2. **Safe and Sensible: Managing Risks and Understanding Boundaries**

We prioritise creating a safe, supportive learning environment where students are encouraged to make sensible choices, manage risks, and understand personal boundaries. This foundation supports **Benchmark 5** (Employer engagement) by preparing students to make informed decisions about their futures, whilst understanding the importance of personal well-being and safety in the workplace.

3. **Considerate: Building Empathy and Social Skills**

Developing empathy, respect, and understanding of others' needs is central to our approach. We encourage positive social interactions and a strong sense of community, which is fundamental to **Benchmark 1** (A stable careers programme) and **Benchmark 8** (Personal guidance). These competencies ensure that our students are not only equipped to pursue their career goals but also to thrive within a workplace culture that values collaboration and respect.

4. **Aiming High: Inspiring Ambition and Resilience**

We inspire our learners to set and pursue ambitious academic and personal goals, encouraging perseverance in the face of challenges. This mindset is essential for **Benchmark 4** (Linking curriculum learning to careers) and **Benchmark 7** (Encounters with employers and employees). By fostering high aspirations, we ensure that students develop the resilience needed to navigate a dynamic career landscape.

5. **Prepared and Engaged: Equipping for Future Success**

Our commitment to preparing students for the future includes equipping them with the necessary skills, mindset, and resources to engage actively in learning and take responsibility for their personal progress. This approach aligns with **Benchmark 6** (Experiences of workplaces), ensuring that students are ready for real-world challenges and can confidently transition into employment, further education, or training.

### Conclusion:

These expectations underpin our commitment to guiding students through their educational journey, helping them build the essential life skills needed for success in adulthood. By aligning our curriculum with the **updated Gatsby Benchmarks**, we ensure that each learner, regardless of their neurodiversity, receives the support they need to thrive in both their personal development and future careers.

## Career Education Entitlement at Inscape

At Inscape House School, we are committed to a whole-school approach to Careers Education, Information, Advice, and Guidance (CEIAG). We recognise the importance of providing neurodiverse learners with tailored support that enables them to make informed decisions about their future. Our career and employability programme is embedded across the curriculum throughout the year, ensuring students receive comprehensive and developmental career guidance.

Our careers education framework is designed to ensure that each learner, regardless of their neurodiversity, has access to high-quality careers guidance that is both personalised and inclusive. The programme is aligned with the ASDAN careers curriculum and is continually updated to reflect the most recent changes to the DfE Careers Education guidance (2025). This ensures our careers provision meets the updated Gatsby Benchmarks and supports learners in achieving Benchmark 8: Personal Guidance, as well as other relevant benchmarks, ensuring a holistic approach to career preparation.

### Key Features of Our Careers Programme:

1. **Integration Across the Curriculum:**

We embed careers education within all areas of the curriculum, connecting students' learning experiences with future pathways. This ensures Benchmark 4 (Linking Curriculum Learning to Careers) is met, by showing students how the subjects they study relate to the skills and knowledge required in various career sectors.

2. **Active Employer Engagement:**

We actively involve employers and industry professionals in curriculum activities and career exploration. This hands-on approach strengthens the relationship between education and the world of work, fulfilling Benchmark 5 (Employer Engagement). Employers are directly involved in shaping career choices, offering valuable insight into the skills required for specific careers.

3. **Internships and Apprenticeships:**

Our partnerships with local employers, colleges, and training providers facilitate information about internship and apprenticeship opportunities, in line with Benchmark 6 (Experiences of the Workplace). These real-world placements enable students to gain insight into various career sectors, ensuring that they are prepared for employment or further education.

4. **Independent Careers Guidance:**

Students have access to one-to-one careers advice from an independent career advisor, in line with Benchmark 8 (Personal Guidance). This ensures that every learner receives impartial, high-quality advice tailored to their individual needs and aspirations. This guidance helps students to develop realistic career goals and understand the steps required to achieve them.

5. **Collaborations with External Partners:**

Inscape House School works closely with external partners, such as DISC College, Atkins Realis, The Careers and Enterprise Company, and GMACS. These collaborations expand career opportunities and provide expert support, ensuring alignment with

Benchmark 7 (Encounters with Employers and Employees). Students engage directly with local businesses, colleges, and training providers, allowing them to explore various career pathways.

6. **Tracking and Monitoring Career Guidance:**

We maintain robust monitoring and tracking systems to assess the effectiveness of our career guidance programme. This includes tracking employer encounters, student destinations, and post-16 outcomes, ensuring alignment with Benchmark 3 (Addressing the Needs of Every Pupil) and Benchmark 4 (Linking Curriculum Learning to Careers). This helps us ensure that students are receiving the right support to make informed decisions about their future.

7. **Provider Access and Career Workshops:**

Students have access to a wide range of career-related events, such as workshops and career fairs, and can engage with local businesses, colleges, and training providers, in compliance with DfE legislation for provider access. Regular careers events are held for both students and their families to explore potential career options and transitions.

8. **Parental Engagement:**

Our careers advisor attends annual review meetings, and our events and workshops are designed to involve families in the decision-making process, ensuring that students have the support they need to make informed career choices, fulfilling the Gatsby Benchmark 2 (Learning from Career and Labour Market Information).

### **Legislative Compliance:**

Our careers programme meets the DfE statutory guidance for careers education and complies with DfE legislation for provider access, ensuring that all students have access to at least two opportunities for career education in Years 8-9, Years 10-11, and Years 12-13. This ensures that, regardless of their cognitive ability or future pathway, every learner has the appropriate access to CEIAG opportunities tailored to their needs.

### **Conclusion:**

By ensuring a consistent, inclusive, and comprehensive careers education programme, Inscape House School prepares students for their next steps in education, training, or employment. Our approach ensures that students are fully equipped with the skills, knowledge, and experiences they need to make informed choices, while fulfilling guidance specified in the Gatsby Benchmarks and DfE standards.

## **Aims and Objectives of the CEIAG Programme at Inscape**

At Inscape, our Careers Education, Information, Advice, and Guidance (CEIAG) programme is designed to meet the individual needs of each learner. We focus on progression and the creation of tailored activities that align with students' aspirations and Educational Health and Care Plan (EHCP) outcomes, ensuring that every learner is prepared for the next steps in their journey, whether that be further education, training, or employment.

Our CEIAG programme is structured to support learners at every stage of their development, with a particular emphasis on fostering high aspirations, developing employability skills, and connecting learning with real-world career opportunities. The programme aligns with the updated Gatsby Benchmarks and DfE 16-19 study programme requirements, providing neurodiverse learners with the tools, knowledge, and experiences they need to succeed.

### **The Career Programme Aims to:**

- 1. Foster High Aspirations:**

We aim to cultivate a culture of high expectations where all learners are encouraged to set ambitious academic and career goals. This is achieved through an embedded, whole-school careers programme that encourages students to strive for excellence, in alignment with Gatsby Benchmark 4 (Linking curriculum learning to careers) and Benchmark 2 (Learning from career and labour market information).

- 2. Track Learner Engagement:**

To ensure that all students are progressing towards their goals, we monitor and evaluate their engagement with career activities, ensuring they receive the support necessary to raise their aspirations and prepare for a competitive, ever-changing world. This aligns with Gatsby Benchmark 6 (Experiences of the workplace) and Benchmark 8 (Personal guidance), ensuring that learners' engagement is tracked and supported at each stage.

- 3. Expand and Improve Career Pathways:**

We work to build a robust network of partners and providers, ensuring that students have access to real-world career opportunities that are aligned with their individual learning needs. We focus on creating pathways that help connect students' learning with future career options and employers who understand how to support neurodiversity in the workplace, in line with Gatsby Benchmark 5 (Employer engagement).

## **Key Themes of Careers Learning:**

### **1. Personal and Social Development through Employability Education:**

Our careers programme encourages self-awareness and personal development, focusing on equipping students with the soft skills needed for successful employment. Activities like work experience and enterprise education help learners develop essential workplace competencies, and this theme aligns with Benchmark 3 (Addressing the needs of every pupil), ensuring that every learner is provided with tailored support that meets their individual needs.

### **2. Learning about Careers and the World of Work:**

Students are given the opportunity to explore a wide range of career options and gain a deeper understanding of workplace expectations and industry roles. This includes learning about their rights as neurodiverse employees, understanding safe working environments, and accessing information on local colleges, apprenticeships, and vocational training providers. This aligns with Benchmark 1 (A stable careers programme), ensuring that all learners have access to quality career-related learning throughout their education.

### **3. Development of Employability Skills:**

We aim to equip students with the practical skills needed for career decision-making, including how to handle career advice, prepare for interviews, manage applications, and successfully transition into employment or further education. This is in line with Gatsby Benchmark 7 (Encounters with employers and employees) by providing students with practical guidance on the employment process, as well as the skills to navigate the world of work.

### **4. Tailored Study Programmes:**

Each student follows a study programme designed to meet their individual needs. The careers curriculum is focused on work-readiness, incorporating work experience, enterprise skills, and connections to local businesses and vocational training providers. This theme directly links to Gatsby Benchmark 6 (Experiences of the workplace), ensuring students are exposed to real-world opportunities that enhance their readiness for future employment or training.

### **5. Structured Career Support:**

The programme is underpinned by structured courses such as ASDAN Employability and Towards Independence, which provide students with clear, achievable career development goals. We offer impartial career advice, including one-to-one career interviews, workshops, and events led by industry professionals and local businesses. This aligns with Benchmark 8 (Personal guidance), ensuring that each student receives targeted, impartial advice to support their career progression.

## **Conclusion:**

At Inscape House School, we are committed to providing all learners with the hard and soft skills necessary for future employment. Our comprehensive CEIAG programme, supported by all staff members, ensures that students are equipped with the confidence and skills required for success in the workplace, further education, or training. This programme aligns with the Gatsby Benchmarks, the DfE 16-19 study programme, and the latest careers guidance, ensuring that every learner receives the support they need to build a fulfilling career path.

## 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.

|                      |                                                                                                                                        |                    |         |                                                                                                                                                                     |                                |                                                                                                            |                                |                                                                                                                                        |                                                                                                              |                                                                                                                                    |                                                                 |                                                                                          |                                                                                                                                                                           |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 3<br>(A Level) | Links with local colleges for A-levels                                                                                                 |                    |         | Construction/<br>Engineering<br>Access to local colleges                                                                                                            |                                | Digital<br>School Link to DISC<br>College through<br>Digital Advantage                                     |                                | Highly personalised Work<br>Experience in areas of individual<br>interest.                                                             |                                                                                                              | Likely destination<br>leaving<br>education at this<br>Level -->                                                                    | Skilled Paid<br>Work<br><br>Higher<br>Education<br><br>T levels |                                                                                          |                                                                                                                                                                           |
|                      | Inscape:<br>A-level Art for learners that<br>have Achieved GCSE                                                                        |                    |         | Health<br>Access to local colleges                                                                                                                                  |                                | Hospitality<br>Access to local college                                                                     |                                |                                                                                                                                        |                                                                                                              |                                                                                                                                    |                                                                 |                                                                                          |                                                                                                                                                                           |
|                      | Academic Progression<br>Qualifications – External                                                                                      |                    |         | Technical Skills and Qualifications – External                                                                                                                      |                                |                                                                                                            |                                |                                                                                                                                        |                                                                                                              |                                                                                                                                    |                                                                 |                                                                                          |                                                                                                                                                                           |
| Level 2<br>(GCSE)    | Geography<br>History<br>Food Technology<br>ICT<br>Enterprise<br>Art<br>Music<br>Science<br><br>BTEC Vocational<br><br>English<br>Maths |                    |         | Engineering/<br>Environment/<br>Construction<br><br>Forest School/college<br>links/Project work                                                                     |                                | Digital<br>Access to individualised<br>projects/College school<br>link/taster sessions<br>BTEC IVC i-media |                                | EEC<br>Atkins<br>Wythenshawe<br>Park<br>Jodrell Bank<br>Colliers farm<br>Mercedes<br>Lyme Park<br>Waterhouse<br>Murphys<br>Engineering |                                                                                                              | Digital<br>Digital<br>Advantage<br>Project,<br>Azet<br>Accounting<br>Together<br>Trust,<br>3D W-Tech<br>Barclays<br>Inevitable Ltd |                                                                 | Likely destination<br>leaving<br>education at this<br>Level -->                          | Supported<br>Internship<br>(Sodexo via<br>Bridge College)<br><br>Supported<br>internship via<br>local authority<br><br>Apprenticeships<br><br>Technical<br>College Course |
|                      |                                                                                                                                        |                    |         | Sports/ Health/ Animals<br>Community Activator<br>Coach<br>BTEC/Asdan Animal care<br>BTEC IVC Sport<br>BTEC IVC Health & Social<br>care<br>Duke of Edinburgh<br>AAI |                                | Hospitality & Retail<br>Food Safety Level 1&2<br>College links<br>BTEC IVC Hair & beauty                   |                                | SHA<br>Manchester<br>United<br>Bespoke taster<br>sessions via AAI<br>Carrington Riding<br>school<br>Manchester<br>Equestrian           |                                                                                                              | Hospitality &<br>Retail<br>Lyme Park<br>Incafe<br>Simply<br>Gusto<br>Hickory's<br>Inscape Cafe<br>Man United                       |                                                                 |                                                                                          |                                                                                                                                                                           |
|                      |                                                                                                                                        |                    |         |                                                                                                                                                                     |                                |                                                                                                            |                                |                                                                                                                                        |                                                                                                              |                                                                                                                                    |                                                                 |                                                                                          |                                                                                                                                                                           |
|                      | Academic Progression<br>Qualifications                                                                                                 |                    |         | Technical Skill and Qualifications                                                                                                                                  |                                |                                                                                                            |                                |                                                                                                                                        |                                                                                                              |                                                                                                                                    |                                                                 |                                                                                          |                                                                                                                                                                           |
| Level 1              | Maths                                                                                                                                  | English            | Science |                                                                                                                                                                     | Employability<br>ASDAN E3 – L2 |                                                                                                            | Food Tech<br>BTEC Home Cooking |                                                                                                                                        | Internal/virtual work experience<br>and some above external work<br>experience linked to area of<br>interest |                                                                                                                                    | Likely destination<br>leaving<br>education at this<br>Level --> | Specialist<br>Provision<br><br>Supported<br>Internship<br>(Sodexo via<br>Bridge College) |                                                                                                                                                                           |
|                      | Qualifications for All<br>Introductory BTEC Level 1 in all vocational areas (IVC)                                                      |                    |         |                                                                                                                                                                     |                                |                                                                                                            |                                |                                                                                                                                        |                                                                                                              |                                                                                                                                    |                                                                 |                                                                                          |                                                                                                                                                                           |
| Entry Level          | Life<br>Skills                                                                                                                         | Travel<br>Training | PSHE    | Health and<br>Wellbeing                                                                                                                                             | Employability                  |                                                                                                            | Food Tech                      |                                                                                                                                        | Internal Work Experience<br>Job Roles in P16                                                                 |                                                                                                                                    | Likely destination<br>leaving<br>education at this<br>Level --> | Specialist<br>Provision<br><br>Post 19                                                   |                                                                                                                                                                           |
|                      | Curriculum for All (Basic Skills – Personal, Social, Employability PSE)                                                                |                    |         |                                                                                                                                                                     |                                |                                                                                                            |                                | Work Experience                                                                                                                        |                                                                                                              |                                                                                                                                    |                                                                 |                                                                                          |                                                                                                                                                                           |

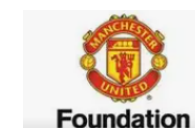
## Current partnerships

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. Pupils access the college to complete Digital Skills Course. Disc will also be offering bespoke workshops. Students continue to work on Inscapism a Digital school magazine and our Podcast which is live on Spotify, and 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. Several 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.



**Hickory's TBC** – For the past 2 years we have had engagement with the hospitality and catering industry via GUSTO, 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. Mickey Rice our careers ambassador for catering and hospitality, has now moved to a new role at Hickory's Smoke House and will be working with us as we move into the new academic year.



**Mercedes** - A partnership with Mercedes, offering students exposure to the automotive industry, including work placements and apprenticeships in engineering and technology.



**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 had weekend jobs with the organisation.



**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. 2 students on the outreach programme currently access 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 programme 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. The programme has been organised to meet the diverse needs of our students and to ensure that they are equipped with the skills, knowledge, and guidance required to navigate the evolving labor market. The program has been formulated with regard to the following legislation and guidance:

- When arranging work experience placements there are considerations regarding Safeguarding. Employers are asked, when preparing a programme of work experience for a young person, to take responsibility for their social welfare as well as their physical welfare. All students are supported by Inscape educational support staff. The school will ensure that the provider has appropriate safeguarding policies and procedures in place.
- Employers should do all they can to ensure their employees' relationships with young people on work experience are appropriate to their age and gender. Attitude, behaviour and language all require care and thought. Employers must read and acknowledge the schools' expectations around safeguarding as specified in the safeguarding information that the Employability practitioner provides.
- All parties involved in setting up and monitoring of work experience placements should be familiar with Safeguarding procedures. All school employees should be aware of the school safeguarding procedures as outlined in the schools safeguarding policy
- Some students may attend Alternative Provisions (APs) to support the development of vocational or work-related skills. In such cases, Inscape will obtain written confirmation from the AP provider that all appropriate safeguarding checks have been completed for individuals working at the provision. These checks must be equivalent to those required for school-employed staff (KCSIE 2025).
- The AP provider must also confirm, in writing, that they will notify Inscape of any changes that may affect the safety or welfare of a student, such as staffing changes or new personnel to enable the school to verify that appropriate safeguarding measures remain in place (KCSIE 2025).
- Inscape must maintain accurate records of where each student is during school hours. This includes the full address of the AP and any satellite sites the student may attend (KCSIE 2025).
- Regular reviews of the placement will be conducted to ensure that the student is attending consistently, that the provision remains safe, and that it continues to meet the students' educational and welfare needs (KCSIE 2025).
- Should any safeguarding concerns arise during the placement, the situation will be reviewed immediately. The placement may be amended or terminated without delay if it is deemed necessary to safeguard the student (KCSIE 2025).
- Department for Education (DfE) 'Careers guidance and access for education and training providers' (2025)  
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 emphasises 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 emphasises 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.
- The Gatsby 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 Programme 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 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) 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**, led by Giles Gaddum, plays a key strategic role in ensuring that all students receive high-quality, independent, and impartial careers guidance. Jane Grime, the link governor and ambassador for careers education (Farming and animal care) works closely with the governing body and the careers team to evaluate the school's careers offer. Governing responsibilities include:



*Giles Gaddum*

*Jane Grime*

- 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 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.

**Inscape's Enterprise adviser** is Kate Longworth CEO of Gaia Learning who uses her skills, experience, and networks to help Inscape to improve and expand careers provision.

**Head of careers/L6 advisor** (Marie Young) 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 impartial career guidance across the school that is externally quality assured.
- 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.
- Securing internal and external work placements.
- Publishing careers program details on the school's website and engaging with stakeholders.



*Marie Young Judit Tolnai*

**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. Judit Tolnai Associate Teacher is integral to this support since she assists in the delivery and organisation of employability education, enterprise, and digital learning through bespoke project work, please access links below to see project work in action.

Podcast :<https://open.spotify.com/show/2II81NERGYBDYUhWEdojAx?si=7202e202b29b4549&nd=1&dlsi=2c1fa72f94264485> Website: <https://inscapism.co.uk/>

We also have an onsite café called Incafe which is also integral to the careers programme and offers students valuable work and life experience this is overseen by Laura Grogan TSI trained café manager. Leigh Flemming college Manager is also integral member of the careers team leading on the joint Together Trust Careers Hub project and overseeing the vocational offer at Inscape Vocational College.



Leigh Flemming



Laura Grogan

### 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 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.

## 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.
- **Careers in the curriculum:** The careers curriculum can be taught 'as a subject' and 'through other subjects' to promote career learning, development and wellbeing of students. Careers in the whole curriculum is supported in classrooms and 'embedded in subject learning' and delivered 'through activities that assist students in understanding the link between learning to careers.'

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](#)

|                                                    |                                                               |                                                         |                                                |
|----------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------|
| 1<br>A STABLE CAREERS<br>PROGRAMME                 | 2<br>LEARNING FROM CAREER<br>AND LABOUR MARKET<br>INFORMATION | 3<br>ADDRESSING THE NEEDS<br>OF EACH PUPIL              | 4<br>LINKING CURRICULUM<br>LEARNING TO CAREERS |
| 5<br>ENCOUNTERS WITH<br>EMPLOYERS AND<br>EMPLOYEES | 6<br>EXPERIENCES OF<br>WORKPLACES                             | 7<br>ENCOUNTERS WITH<br>FURTHER AND HIGHER<br>EDUCATION | 8<br>PERSONAL GUIDANCE                         |

## SWOT Analysis

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Most recent Compass evaluation July 2025 – B1 88%, B2 80%, B3 90%, B4 75%, B5 75%, B6 75%, B7 81%, B8 87%.</li> <li>• Leavers secured positive placements and transition work was successfully completed earlier in the academic year.</li> <li>• Passionate and skilled Careers Lead/Advisor and Supportive and committed Careers Governor</li> <li>• 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.</li> <li>• We now have Judit Tolnai Associate Teacher assisting in the delivery and organisation of employability education, enterprise, and digital learning through bespoke project work and Laura Grogan TSI trained café manager overseeing and managing work experience and hospitality training in the café on a referral basis.</li> <li>• Placements and employer encounters are being tracked consistently with 566 encounters and 56 placements tracked as of July 2025.</li> <li>• School placement links forged with Mercedes, DISC, Cera Cycloan and Carrington Riding School, links also continue with SCC and TMC.</li> <li>• Working with Atkins Realis to improve STEM activities across the school</li> <li>• Contact with employers has been maintained and placements are continuing to be sourced new placements include Hickory's, Jodrell bank, Azet accounting, Murphy's engineering, 3D W Tech, Waterhouse grocers and many more are being established.</li> <li>• Career Hub now secured with Bridge College and IVC and work is being completed to establish a Together Trust Internship offer.</li> <li>• Employability practitioner/lead now qualified as L6 Career advisor. Further teacher completing L4 qualification.</li> <li>• Careers curriculum well structured and embedded in P16 and now in IVC.</li> <li>• Productive events/STEM/Barclays/Taster/Stop motion events and visits continue to be organised.</li> <li>• Inscapism enterprise venture and podcast project continues – linked to DISC.</li> <li>• The school continues to forge links with DISC, TMC and SCC.</li> <li>• Workshops that focus on Digital skills and pathways to employment in digital careers continue to be sourced and organised.</li> <li>• Café work is being completed to improve the training café.</li> <li>• Work journals in place for learners to track progress in careers.</li> <li>• Previous leavers have returned as guest speakers.</li> </ul> | <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Careers to be embedded in varied subject areas to be more consistent</li> <li>• 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.</li> <li>• Improved dialogue between school and placement providers is required when making assessment of work-related competencies (work journals)</li> <li>• Source work placements/training provider links that may lead to future internships/apprenticeships/employment opportunities</li> <li>• The careers programme for learners with complex needs to be improved to enable learners to access external work placement opportunities where possible</li> <li>• Evaluate learner/parent views about the Careers programme at agreed intervals and use data to enhance the quality of the programme</li> <li>• Case studies and success stories to be publicised more frequently on the school website/Face book page</li> <li>• Identify avenues to increase apprenticeships/internship routes</li> <li>• More dialogue with parents in relation to careers options and opportunities and to sign post to appropriate guidance</li> <li>• Greater dialogue required between the school and employer and College partners to ensure that we gather more formal information in relation to learner progress</li> <li>• Expectations/training of support staff accompanying students on placement</li> <li>• Tracking progress of Inscape leavers as a way of evaluating our careers curriculum</li> </ul> |
| <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Contact other organisations and schools to share good practice</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Threats</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• To develop career opportunities within the wider trust services through Together Trust Hub project, Together Trust inhouse teams and via Bridge College link at Sodexo.</li> <li>• Work with partners DISC, SCC, TMC to improve Digital and vocational offer.</li> <li>• Teachers to embed and celebrate CEIAG in their classrooms as a monthly promotion.</li> <li>• Identify potential employer links that would be willing to provide apprenticeships/internship routes for leavers.</li> <li>• Increase employability opportunities for Post 16 Explorers (Internal and potentially external opportunities)</li> <li>• Ensure that IVC manager attends all Y10 annual reviews to promote vocational college offer.</li> <li>• Invest in digital hub at Inscape for coding, digital marketing, and game design, and partner with tech companies for real-world learning.</li> <li>• Strengthen links within the Trust and with Trust corporate partnerships for internships, work placements, and mentorship opportunities via Hub project work.</li> </ul> | <ul style="list-style-type: none"> <li>• Potential decline in student numbers due to resources and facilities being limited in comparison to other similar SEND providers.</li> <li>• Local authorities struggling with finances and unable to afford Inscape fees.</li> <li>• 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.</li> <li>• Over-reliance on outsourcing, affecting financial stability. Recommendation: Invest in in-house resources, explore alternative funding sources.</li> <li>• 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.</li> <li>• Strengthen links within the Trust and with Trust corporate partnerships for internships, work placements, and mentorship opportunities.</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Inscape House School Strategic Careers and Employability Plan

This strategic plan sets out clear, actionable steps to enhance career education and guidance at Inscape, focusing on inclusivity, employer engagement, and employment pathways. SMART actions will drive measurable progress, equipping students with the skills and support needed for career success. The plan aligns with the school's Quality Improvement Plan and Careers and Employability Action Plan.

| Theme                                   | Objective                                                             | Key Actions (with Deadlines)                                                                                                                                                                                                                                                                                                            | Success Measures                                                                                                                                                                                             | Gatsby Benchmarks |
|-----------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>1. Digital Skills for the Future</b> | Strengthen digital pathways to prepare students for evolving careers. | Embed and improve digital qualifications, skills and opportunities in curriculum (Mar 2026)<br>Partner with digital employers/external providers/ambassador to support with real-world projects/opportunities (May 2026)<br>Facilitate digital career encounters for interested students (July 2026)                                    | Accessible and relevant digital learning and projects for Inscape and IVC. Exposure to digital careers- Increased digital sector engagement.                                                                 | 4, 5, 6           |
| <b>2. School Café as Training Hub</b>   | Re-launch the café as a structured vocational training environment.   | Ensure environment is set up appropriately to support communication and independence, finalise learner referral process (Sept 2025)<br>Align café with appropriate vocational qualifications food hygiene L2 (Apr 2026)<br>Track learner progress with feedback tools such as work experience journal/Earwig EHCP (Sept 25 - July 2026) | Fully functioning training café that uses Tier 1 strategies to ensure engagement for all learners. Student participation in real customer service- Skills, hospitality and catering roles. Progress recorded | 4, 5, 6           |

|                                                      |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                             |         |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                                                      |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                  | in work journals or via Earwig EHCP.                                                                                                                                                                                                                                                                        |         |
| <b>3. Inclusive Internships &amp; Employer Links</b> | Expand employer engagement and support in building inclusive internships through the Together Trust Careers Hub. | <p>MY to support with the launch of the Trust-led hub networking event involving current partners/employers (Oct 2025)</p> <p>MY to Secure at least 2 new inclusive employer partnerships through networking event (Internal or external).</p> <p>(January 2026) Deliver neurodiversity training for further employers/partners.</p> <p>MY to liaise with JG regarding potential Sodexo link – joint working with Inscape/IVC (October 2025)</p> | <p>Increase number of inclusive, tailored work placements.</p> <p>Better post-16/IVC career outcomes.</p> <p>Employers better informed and trained in understanding Autism/neuro diversity. Progress towards increasing opportunities for Trust specific work experience and Together Trust Internship.</p> | 5, 8    |
| <b>4. Personalised Career Pathways</b>               | Provide every learner with a personalised and aspirational plan                                                  | <p>Conduct 1:1 career meetings Y10–14 (from November 2025)- MY and LF to Attend Annual reviews Y10 – Y13 to support with guidance and to support learners in reflecting on career goals (Ongoing through academic year).</p> <p>Create career pathway plans and share with parents and learners (Ongoing)</p>                                                                                                                                    | <p>All students for whom it is appropriate have Pathway Plans.</p> <p>Parental and provider alignment. Support and guidance ensures transition readiness.</p>                                                                                                                                               | 3, 8    |
| <b>5. Employer &amp; College Engagement</b>          | Strengthen engagement with FE, employers, and providers.                                                         | Deliver LMI sessions (Feb 2026)- Host sector-themed                                                                                                                                                                                                                                                                                                                                                                                              | Students understand job markets.                                                                                                                                                                                                                                                                            | 2, 5, 7 |

|                                                 |                                                               |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                   |      |
|-------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|                                                 |                                                               | <p>events with colleges/through visits (May 2026)</p> <p>Ensure 80% of learners visit a college/training provider (July 2026)</p>                                                                                                    | <p>Enhanced transitions to FE/HE and better understanding of offer.</p> <p>College/employer partnerships grow and expand.</p> <p>Learners have access to school links taster sessions externally and via IVC.</p> |      |
| <b>6. Stakeholder Feedback &amp; Evaluation</b> | Use stakeholder input to improve careers provision.           | <p>Distribute feedback surveys (by Mar &amp; Nov 2026)- Analyse and act on feedback - Track employer encounters/careers interviews, placements via Compass+.</p> <p>Track learner destinations at the end of each academic year.</p> | <p>Learner/parent /partnership voice shapes provision.</p> <p>Data-driven programme ensures updates are implemented to improve outcomes, engagement and experiences.</p>                                          | 1, 3 |
| <b>7. Careers Across the Curriculum</b>         | Fully integrate careers into subject teaching and enrichment. | <p>CPD/guidance to teachers embedding Gatsby Benchmarks (Mar 2026).</p> <p>Observe careers-linked lessons (Apr 2026)</p> <p>Coordinate NCW events (March 2026)</p>                                                                   | <p>Careers to be visible in all subject areas.</p> <p>Teachers confident in delivery- Stronger career dialogue through learning. Digital projects and</p>                                                         | 4, 1 |

|                                                                    |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                 |         |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                                                                    |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                      | enterprise projects to take place linking to core areas of the curriculum.                                                                                      |         |
| <b>8. Flexible &amp; Bespoke Support for Neurodiverse Learners</b> | Enhance the careers offer so that it is more flexible for students with complex neurodiverse needs who may need a bespoke package of support through Outreach, EOTAS, or Nurture programmes. | Audit current pathways and identify gaps (by Jan 2026)<br>Design bespoke pathways with flexible delivery project work/online work experience through Spring pod (by Mar 2026). Track outcomes via reviews and case studies (by May 2026). Careers advisor and LF from IVC to attend reviews to support aspirations and to identify further engagement opportunities. | Improved access for complex-needs learners. Increased engagement in Outreach/Nurture. Improved outcomes and transitions to IVC/ post-16 for specified learners. | 3, 8    |
| <b>9. Careers Ambassadors &amp; Student Co-Design</b>              | Involve Careers Ambassadors in programme development and enhance opportunities through peer-led and co-designed activities.                                                                  | Establish Careers Ambassador Programme of engagement (Jan 2026). Ambassadors co-plan two events (Apr & May 2026). Run suggestion & feedback cycles (from Mar 2026).                                                                                                                                                                                                  | Careers events and opportunities co-designed with students. Ambassador and Learner voice used to shape event relevance.                                         | 1, 3, 5 |

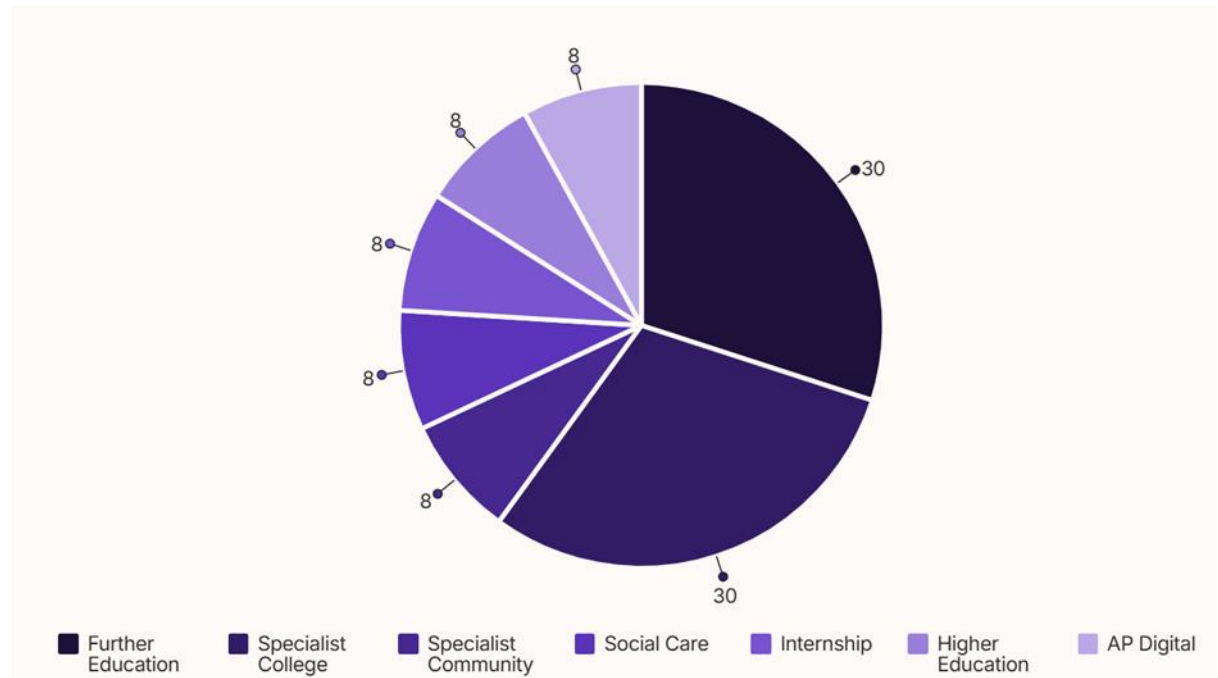
# Learner Destinations

The school tracks the destinations of learners upon leaving to ensure accurate data on their transitions. To strengthen this process, 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.

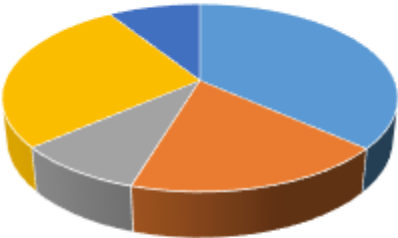
## Learner destination July 2025

There are 13 post 16 leavers this year:

- **FE** - 2 Students will be going to PINC Creative College
- **FE** - 1 Student Oldham College Art
- **FE** -1 Student The Manchester College performing arts  
**30%**
- **Specialist College** -1 Student going to Pure College
- **Specialist college** - 2 Students David Lewis
- **Specialist College** – 1 Student Bridge College  
**30%**
- **Specialist Community** Support -1 Student Rosendale Trust  
**8%**
- **Social care package** - 1 Student – Manchester  
**8%**
- **Internship** – 1 Student going to Internship - Cheshire East  
**8%**
- **HE** – 1 Student going to Manchester Metropolitan University  
**8%**
- **AP** – 1 Student Disc – Digital pathway  
**8%**



## Learner Destinations July 2024

| Data                                                                                                                                                                                                                                                                                                                                        | Destinations July 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">Destination Data 2024</p>  <ul style="list-style-type: none"> <li>■ FE/ College</li> <li>■ Life Skills</li> <li>■ Paid Employment/ Apprenticeship</li> <li>■ Social Care Package</li> <li>■ Supported Internship</li> </ul> | <p>Post 16 Leaver Destinations July 2024</p> <p>College/FE - 36.5%<br/>This includes:<br/>David Lewis<br/>Wythenshawe College<br/>Stockport College<br/>Reaseheath College<br/>Seashell</p> <p>• Life skills - 18.2%<br/>This includes packages provided by Local Authorities</p> <p>• Paid employment/ apprenticeship - 9%<br/>This includes Football Coaching in the community sourced through Curzon Ashton work experience, alongside manufacturing work</p> <p>• Social care package - 27.3%<br/>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%<br/>A personalised placement in manufacturing in Cheshire East</p> |

## Learner destinations 2023

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

## Learner destinations July 2022

Post 16

2022 Leavers

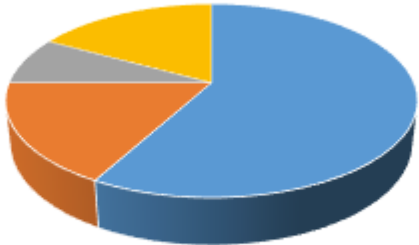
We have 3 Post 16 leavers this year:

- 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.

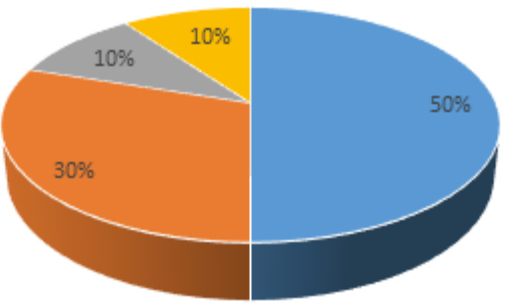


## Learner destinations July 2021

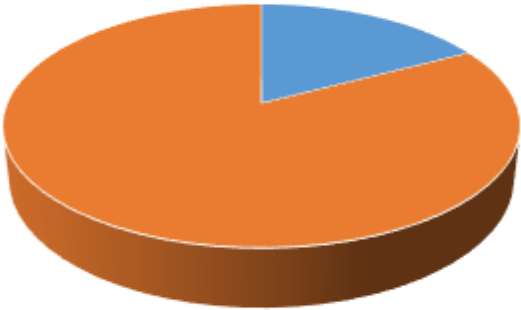
In July we worked closely with local colleges, local authorities, and social care to ensure that our learners were able to access placements and packages that would enable a route to greater independence, future employment, or higher education. Learners engaged positively with careers discussions and 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 data-bbox="443 443 779 480">Destination data 2021</p>  <p data-bbox="297 804 931 874"> <span style="color: blue;">■</span> FE/Vocational college      <span style="color: orange;">■</span> Life skills/social care packages<br/> <span style="color: grey;">■</span> Unspecified                      <span style="color: yellow;">■</span> Internship programmes         </p> <p data-bbox="192 906 808 1031"> <b>58 % FE/Vocational college placements</b><br/> <b>17 % Life Skills programmes/Social Care Packages</b><br/> <b>8 % Unspecified</b><br/> <b>17 % Internship programmes</b> </p> | <p data-bbox="1104 416 1984 475"><b>58 % of Post 16 leavers went on to access FE/vocational college placements- 3 placements sourced from college partnership work.</b></p> <ul data-bbox="1249 480 2033 868" style="list-style-type: none"> <li>• 1 learner transitioned to The Manchester College to engage in Vehicle maintenance.</li> <li>• 1 learner transitioned to The Manchester College to engage in Creative media.</li> <li>• 1 learner transitioned to The Manchester College to engage in Childcare.</li> <li>• 1 Learner transitioned to Salford City College to engage in Multi trade.</li> <li>• 1 learner transitioned to Macclesfield College to engage in Electrical engineering.</li> <li>• 1 Learner transitioned to Oldham College to engage in Fashion.</li> <li>• 1 Learner transitioned to Aquinas College to engage in Politics and Core maths.</li> </ul> <p data-bbox="1104 895 2042 954"><b>17 % of Post 16 leavers went on to access provisions and packages that would focus on the development of life skills</b></p> <ul data-bbox="1249 959 2016 1018" style="list-style-type: none"> <li>• 1 Learner transitioned to a package organised by Pure innovations.</li> <li>• 1 Learner transitioned to The Rosendale Trust.</li> </ul> <p data-bbox="1104 1045 1993 1104"><b>8 % of Post 16 leavers had not specified a placement and were liaising with the Local Authority</b></p> <ul data-bbox="1249 1109 1944 1168" style="list-style-type: none"> <li>• 1 learner awaiting agreement with LA regarding educational package.</li> </ul> <p data-bbox="1104 1195 1809 1220"><b>17 % of Post leavers went on to access Internship programmes</b></p> <ul data-bbox="1249 1225 1944 1284" style="list-style-type: none"> <li>• 2 Learners transitioned to The Manchester College to access internship programmes.</li> </ul> |

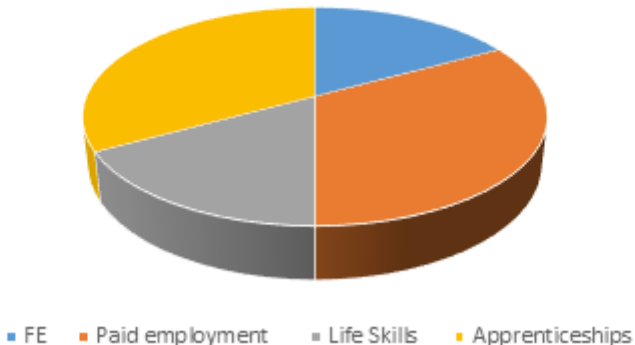
## Learner Destinations July 2020 (7 Adventurers/Pioneers & 3 Explorers) 10 - P16 Leavers

| Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Destinations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p data-bbox="481 391 801 422">Learner Destinations</p>  <p data-bbox="291 853 996 877">■ FE/HE ■ Life Skills/Social Care ■ Unspecified ■ Self employed</p> <p data-bbox="192 909 324 941"><b>50% FE/HE</b></p> <p data-bbox="192 973 801 1005"><b>30% Life Skills programmes/Social Care Packages</b></p> <p data-bbox="192 1005 392 1037"><b>10% Unspecified</b></p> <p data-bbox="192 1037 425 1069"><b>10% Self Employed</b></p> | <p data-bbox="1113 335 1993 391"><b>50 % of Post 16 leavers will access FE/HE - 2 placements sourced from College partnership work.</b></p> <ul data-bbox="1254 391 2004 638" style="list-style-type: none"> <li>• 1 learner has applied to Sheffield university to engage in Korean studies offer provided in principle</li> <li>• 1 learner will attend Access Creative College (Games design)</li> <li>• 1 learner will access TMC - (Go Digital Creative media internship programme)</li> <li>• 1 Learner has options to access Bolton College or Project Inc to pursue Arts qualification - funding currently being agreed</li> <li>• 1 learner leaving early to access Trafford College</li> </ul> <p data-bbox="1113 662 1971 718"><b>30% of Post 16 leavers will access provisions and packages that focus on the development of life skills</b></p> <ul data-bbox="1254 718 1993 869" style="list-style-type: none"> <li>• 1 Learner will access a social care/life skills package - Cheshire East</li> <li>• 1 Learner will attend Bridge College (Life skills)</li> <li>• 1 Learner will attend Bright futures (Life skills residential programme)</li> </ul> <p data-bbox="1113 901 1769 933"><b>10% of Post 16 leavers have not yet specified a placement</b></p> <ul data-bbox="1254 933 2027 1045" style="list-style-type: none"> <li>• 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 23<sup>rd</sup> July.</li> </ul> <p data-bbox="1113 1077 1758 1109"><b>10% of Post leavers will engage in Self-employed business</b></p> <ul data-bbox="1254 1109 2027 1157" style="list-style-type: none"> <li>• 1 Learner is setting up as a self-employed artist and will be selling and commissioning art work</li> </ul> |

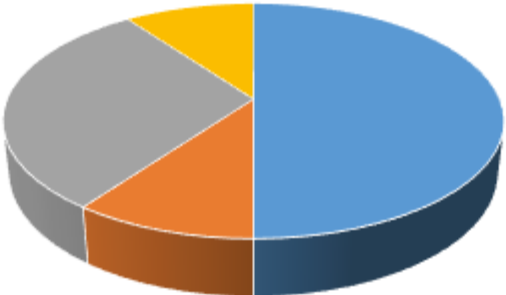
## Learner Destinations July 2019 (3 Adventurers) 3 Post 16 leavers

| Data                                                                                                                                                                                                                                                            | Destinations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p data-bbox="510 359 833 395">Learner Destinations</p>  <p data-bbox="546 786 797 810">■ FE ■ Internship ■ ■</p> <p data-bbox="192 842 376 896">67% FE<br/>33% Internship</p> | <p data-bbox="1171 331 2047 391">67% 2 students went on to access FE/HE - 2 placements sourced via College partnership work.</p> <ul style="list-style-type: none"> <li data-bbox="1317 395 1951 486">• 1 Learner went to SCC to engage in Catering and Hospitality<br/>as of June 20 remains in placement</li> <li data-bbox="1317 491 1883 582">• 1 Learner went to SCC to engage in Vehicle maintenance<br/>as of June 20 remains in placement</li> </ul> <p data-bbox="1171 614 1816 646">33% 1 student went on to access Supported internship</p> <p data-bbox="1171 678 1480 710">TMC supported internship</p> <ul style="list-style-type: none"> <li data-bbox="1317 715 2002 798">• 1 Learner accessed TMC to complete a supported internship programme<br/>As of June 20 moving onto Level 3 Creative Media, course at TMC.</li> </ul> |

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

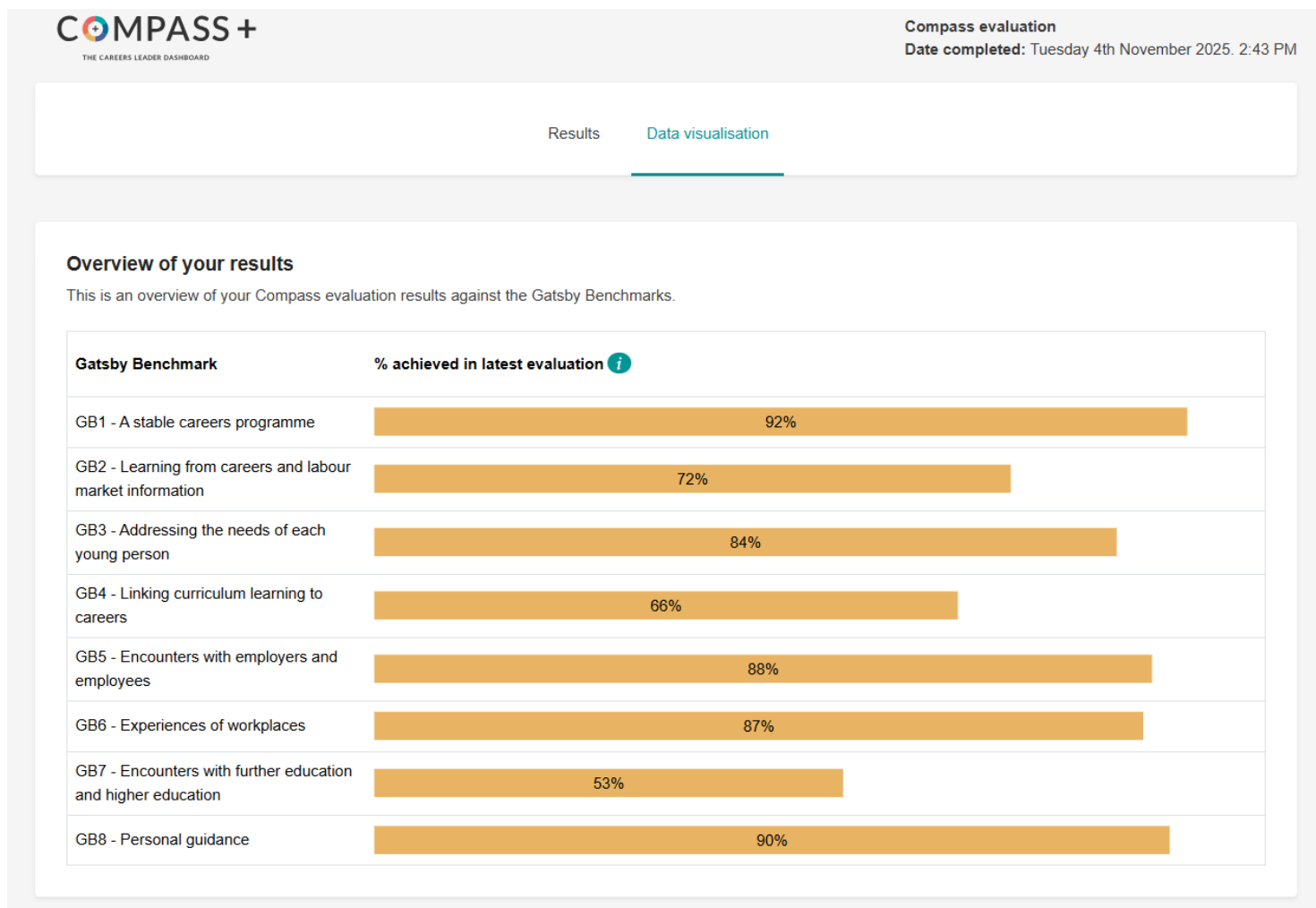
| Data                                                                                                                                                                                                                                                                                                 | Destinations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Learner Destinations</b></p>  <p>■ FE ■ Paid employment ■ Life Skills ■ Apprenticeships</p> <p>17% FE<br/>33% Apprenticeships<br/>17% Life Skills programmes/Social Care Packages<br/>33% Paid employment</p> | <p>17% students went on to access FE</p> <ul style="list-style-type: none"> <li>1 Learner went to The Skills Company to complete GCSE English and construction qualifications</li> </ul> <p>33% students went on to access apprenticeships</p> <ul style="list-style-type: none"> <li>1 Learner accessed Warrington &amp; Vale Royal College (upper school learner) to complete a plumbing apprenticeship programme</li> <li>1 learner accessed an apprenticeship programme with Purple Mountain Media - placement sourced via work experience.</li> </ul> <p>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>As of June 20 remains in placement</p> <p>33% Post leavers engaged in paid employment</p> <ul style="list-style-type: none"> <li>1 Learner gained paid employment - Urban Jungle - Manchester</li> <li>1 Learner went on to work as a beauty therapist As of June 20 remains in employment</li> </ul> |

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

| Data                                                                                                                                                                                                                                                                                                                                                                                                                    | Destinations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p data-bbox="501 357 815 389">Learner Destinations</p>  <p data-bbox="282 772 1039 796">■ FE ■ Unspecified ■ Social Care/Life skills ■ Paid Employment</p> <p data-bbox="192 836 797 957"> <b>50% FE</b><br/> <b>10% Unspecified</b><br/> <b>30% Life Skills programmes/Social Care Packages</b><br/> <b>10% Paid employment</b> </p> | <p data-bbox="1144 304 1570 328">50% students went on to access FE</p> <ul data-bbox="1290 336 1872 400" style="list-style-type: none"> <li>• 1 Learner went on to access Cheadle College</li> <li>• 2 Learners went on to access Bury College</li> </ul> <p data-bbox="1245 400 1682 424"><b>As of June 20 both still in placement</b></p> <ul data-bbox="1290 432 1783 456" style="list-style-type: none"> <li>• 1 learner went on to Eccles College A</li> </ul> <p data-bbox="1245 464 1671 488"><b>As of June 20 remains in placement</b></p> <ul data-bbox="1290 496 1895 520" style="list-style-type: none"> <li>• 1 Learner went on to access Reseheath College</li> </ul> <p data-bbox="1245 528 1671 552"><b>As of June 20 remains in placement</b></p> <p data-bbox="1144 592 1805 616">10% of Post 16 leavers have not yet specified a placement</p> <ul data-bbox="1290 624 2018 679" style="list-style-type: none"> <li>• 1 learners did not have an agreed or secure placement and this was attributable to mental health and family bereavement</li> </ul> <p data-bbox="1144 711 2007 759">30% Post 16 leavers went on to access provisions and packages that focus on the development of life skills</p> <ul data-bbox="1290 767 2018 823" style="list-style-type: none"> <li>• 1 Learner went on to access a social care/life skills package at The David Lewis centre</li> </ul> <ul data-bbox="1290 831 1715 855" style="list-style-type: none"> <li>• <b>As of June 20 remains in placement</b></li> </ul> <ul data-bbox="1290 863 1962 919" style="list-style-type: none"> <li>• 1 learner went on to access Social care Package via Active Tameside</li> </ul> <p data-bbox="1245 919 1693 943"><b>As of June 20 continues to access support</b></p> <ul data-bbox="1290 951 1850 975" style="list-style-type: none"> <li>• 1 learner went on to access Social care Package</li> </ul> <p data-bbox="1144 1007 1715 1031">10% Post Leavers went on to access Paid employment</p> <ul data-bbox="1290 1038 1906 1062" style="list-style-type: none"> <li>• 1 Learner worked as a car cleaner on leaving Inscape</li> </ul> <p data-bbox="1245 1070 1962 1094"><b>(as of June 20 applied to Warrington and Vale Royal College)</b></p> |

## Most recent Compass Evaluation

We measure our careers activities using the compass evaluation process to assess progress against established best practice benchmarks, known as the Gatsby Benchmarks, the evaluation identifies strengths and areas for improvement in our careers provision.



## 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 Head of Careers and Employability 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](mailto:Marie.Young@togethertrust.org.uk) [Richard.Nancollis@togethertrust.org.uk](mailto:Richard.Nancollis@togethertrust.org.uk)

## Useful websites

[nationalcareers.service.gov.uk](https://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](https://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](https://icould.com)- Helpful videos about a wide range of job roles

[autism.org.uk](https://autism.org.uk)- National Autistic Society

[gov.uk/guidance/equality-act-2010-guidance](https://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](https://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](https://ucas.com)- The Universities and Colleges Admissions Service

## Local Colleges

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

[Bridge College | Together Trust](#)

[salfordcc.ac.uk](http://salfordcc.ac.uk) - Salford City College

[tmc.ac.uk](http://tmc.ac.uk)- The Manchester College

[trafford.ac.uk](http://trafford.ac.uk)- Trafford College

[aquinas.ac.uk](http://aquinas.ac.uk)- Aquinas College

[cheadle.cmcnet.ac.uk](http://cheadle.cmcnet.ac.uk)- Cheadle College

[accesscreative.ac.uk](http://accesscreative.ac.uk)- Access Creative College

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

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