

Quality in Careers Standard Assessment Report

Positive Steps: a licensed provider of the Quality in Careers Standard using the Inspiring IAG approach

Name of school/college:	North Ridge High School
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Head Teacher/Principal name:	Jenni Cryer
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Date of assessment:	23 rd April 2024
Name of assessor:	Jen Gibson
Type of assessment (Initial full award or re-accreditation)	Re-accreditation

Units Assessed:

Unit 1: Management & Leadership	Unit 2: Design & Delivery of CEIAG
Gatsby Benchmark 1: A stable careers programme	Gatsby Benchmark 2: Learning from careers and labour market information Gatsby Benchmark 3: Addressing the needs of each pupil Gatsby Benchmark 4: Linking curriculum learning to careers
Unit 3: Working with Partners (including Employers)	Unit 4: Information, Advice & Guidance (IAG)
Gatsby Benchmark 5: Encounters with employers and employees Gatsby Benchmark 6: Experiences of workplaces Gatsby Benchmark 7: Encounters with further and higher education	Gatsby Benchmark 8: Personal guidance

Interviews conducted with:

Jenni Cryer – Headteacher
 Elaine Redpath – Careers Lead and SLT for CEIAG
 Laura Brewer – Teacher and Lead on off-site work experience for KS5
 Steven Leach – Careers Adviser from Career Connect
 Darrell Cunningham – Link CEIAG Governor
 Michelle McManus – KS4 Teacher
 Jo McManus – KS3 Teacher
 Wes Errock – AHT and KS4 Lead
 Shauna Thornton – Deputy Head and KS3 Lead

2 groups of students (one x3 from KS5; one x6 from KS3 and 4)

Pre-assessment questionnaire - responses received from 15 students

Unit 1 Management & Leadership

Gatsby Benchmark 1 A stable careers programme

Benchmark fully met 100%

Quality Criteria	Assessor's comments	Insufficient progress	Making good progress	Fully meeting
<p>GB1.1 Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.</p>	<p>North Ridge High School is a day-specialist support school for pupils with learning difficulties located within Manchester Education Authority. They are over-subscribed with currently over 204 pupils on roll. The school meets the needs of pupils with a range of learning difficulties including moderate, severe, and complex learning difficulties. Generally, pupils are working below the expected attainment level of their mainstream peers. Classes in each key stage are made up of students from all year groups within that key stage; all pupils at the school have an Education, Health and Care Plan (EHCP). As explained on the school website, 'we have adapted the National Curriculum for our learners who have SEND. We have done this to meet their challenges to learning. Our learners work well below age related expectations and as such we have adapted the curriculum to meet their levels of early learning but to also develop wider skills. The focus is giving opportunities to learn knowledge and skills for their adulthood and to succeed in life.'</p> <p>All students at North Ridge High school are offered a careers programme that references and is informed by the Gatsby Benchmarks framework. The careers programme is delivered through the PSHCE programme, a wider programme of career related and work-based learning activities and through subject curricula.</p> <p>Students at North Ridge follow a career programme that is age appropriate and relevant to their potential next steps: in Key Stage 3, students have a career lesson each term that is prepared by the Careers Adviser and delivered by the class teachers; in Key Stage 4 students engage in a range of activities to help enhance their understanding of different jobs roles and in Key Stage 5 students follow a work-related learning programme aimed at improving employability skills and developing their understanding of the world of work – activities include work experience, voluntary work, employer</p>			√

	<p>encounters, alumni talks, and information assemblies. Students also complete an ASDAN Employability qualification.</p> <p>The school's careers programme is supported by Steven Leach, a level 6 qualified Careers Adviser from Career Connect, who delivers personal guidance to Key Stage 4 and 5 students.</p> <p>There is a named Careers Leader, Elaine Redpath, who is committed to the development and implementation of the careers programme at the school. Ms Redpath is a member of SLT and has strategic and operational responsibility for careers.</p> <p>The Headteacher, Jenni Cryer and the Governing Body are very supportive of CEIAG. The Headteacher described careers as something that is never 'an add-on'; rather, it is seen as integral to the curriculum in helping students prepare for adulthood and their next steps.</p> <p>The school had an OFSTED inspection in March 2024, the outcome of which was the school continues to be outstanding. The report states that 'pupils are prepared exceptionally well to be confident, independent and ready for adulthood' and went on to report that 'the school's careers programme is of a high quality. Visits from local employers and colleges allow pupils to make informed choices about their next steps. They develop useful employability skills through work experience and supported internships, such as in a local hospital. Pupils are well prepared for adulthood. All go onto education, employment or social care.'</p>			
<p>GB1.2 The careers programme should be published on the school's website in a way that enables pupils, parents, teachers, and employers to access and understand it.</p>	<p>There is a stable, structured careers programme, an overview of which is published to the school's website. The written careers programme is easy to understand for stakeholders visiting the website, and outlines the careers activities students will do, when they will do it and the Gatsby benchmarks it supports.</p> <p>The website is easy to navigate and presented in such a way that is accessible for stakeholders. There are links for careers websites, information for employers, Provider Access Policy, examples of student and parent feedback, links to colleges, information about school CEIAG events and the names and</p>			<p>✓</p>

	<p>contact details of the Careers Leader & Careers Adviser; the Enterprise Adviser is also named on the website (however some clarity regarding their role might be useful for parents or students visiting the site).</p> <p>There is a CEIAG Policy which includes information on how the school measures the impact of the careers programme on students, along with a review date. This is published on the Policies page of the website.</p>			
<p>GB1.3 The school's programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>	<p>Feedback is obtained from students, staff, parents and external partners, confirmed during the assessors' interviews and from the school documentation provided.</p>			v
<p>QC1.1(i) Ensuring that the governing body provides clear strategic advice so that the learning provider's senior leadership team have a clear and effective strategy for developing and implementing the careers programme (taking full account of current statutory duties).</p>	<p>The Governors and Senior Leadership Team are fully committed to CEIAG and this is evident in the school's ethos and values which aim to support students to <i>"be successful; to reach for success from the very first day they join us, throughout their school lives and beyond school."</i> (school website)</p> <p>The Link CEIAG Governor for the school is Darryl Cunningham (DC). DC has been in the role for 5 years and has a background in careers as a former Connexions Manager. DC meets with the Careers Leader termly where possible, but at least a couple of times per year, and feeds back to the rest of the Governing Body. DC has knowledge and understanding of the school's CEIAG and WRL Policy and strategic plan and appropriately supports and challenges the careers leader.</p> <p>A report is presented to Governors each year to outline destinations of North Ridge students.</p> <p>CEIAG is not explicitly referenced within the school development plan; however, given that the school curriculum is based around preparation for adulthood, the objectives around Equality, Diversity and Inclusion and Teaching and Learning will support the continued development of the careers programme to ensure students receive a high-quality CEIAG offer that adequately prepares them for their future.</p>			v

	<p>The CEIAG/WRL Policy and the Provider Access Policy have been ratified by Governors. The CEIAG Policy is subject to a 3 year review cycle – it was last updated in March 2024. The Provider Access Policy was last ratified by Governors in December 2022.</p> <p>Development point: Your Provider Access Policy was last ratified by Governors in December 2022 before the latest Provider Access Legislation was introduced. You may want to check the Statutory Guidance 2023 (page 47 and 48) to ensure that your Provider Access statement includes everything outlined as a requirement in the guidance.</p>			
<p>QC1.1(ii) Securing effective day-to-day leadership, management, and delivery of the careers programme by all relevant staff - including giving full support to a named individual in the role of Careers Leader.</p>	<p>All staff members contribute to CEIAG in their roles as teachers and support staff. Elaine Redpath is the Careers Leader and a member of SLT with strategic and operational responsibility for CEIAG at the school.</p> <p>Heads of Key Stages organise teaching staff to teach the CEIAG elements of the curriculum; they also lead on work experience for students.</p> <p>The Lead Teacher for PHSCE has responsibility for organising enterprise activities and events to promote skills development.</p> <p>There is a push to encourage teachers to incorporate CEIAG within subject teaching as much as is appropriate.</p> <p>The Careers Adviser, Steve Leach, is from Career Connect and is available in school for one day a week.</p>			√
<p>QC1.2(i) Promoting awareness and understanding of the careers programme - including via the school's/college's website - by students, teachers, parents/carers,</p>	<p>The school uses a range of approaches to promote awareness and understanding of the careers programme using clear and accessible language: the school website (which includes information for students, parents and employers); staff training which includes updates about the careers programme and its delivery; information events for students and parents (such as Parent/Carer Information Day);</p>			√

<p>and employers/opportunity providers using clear and accessible language.</p>	<p>the use of social media; letters and calls home to parents. Staff will also talk to students about forthcoming opportunities that support with skills and careers development.</p> <p>The Provider Access Policy is on the website and contains an overview of some of the activities that partners and employers can support; there is also a CEIAG and WRL Policy that has information about what students can expect from the careers programme and how its impact will be measured.</p>			
<p>QC1.2(ii) Regularly monitoring, reviewing, and evaluating the careers programme in respect of its impact on students' career-related outcomes – including feedback from a wider range of stakeholders and partners such as the Enterprise Adviser Network, link schools, further and higher education, work-based learning providers, employers, careers guidance services and children's services.</p>	<p>Evaluation of the careers programme takes place at North Ridge High School, and this is used to inform future planning and delivery. There is a structured approach to evaluation with feedback being taken from all stakeholders and analysed at key points.</p> <p>The school is part of a new cluster group of SEND schools, led by their Partnership and Quality Lead at GMCA who is quite new to the role. Going forward the cluster and work with Partnership and Quality Lead should support with Compass evaluations and sharing of good practice which help support the school's progress with the benchmarks.</p> <p>The school values learner voice and students are asked for feedback after key CEIAG events – the assessor has been provided evidence of such feedback – which is used when evaluating and developing the careers programme, for example, during a recent Governor visit students expressed an interest in having further employer encounters. The school responded by setting up visits for students working in the school's café to visit another local café to help them understand how the skills they are learning are transferable and will help them in other jobs in the future. Students are provided with Careers Action Plans following guidance appointments and intended destinations are recorded – analysis of intentions enables the school to better prepare for future transitions.</p> <p>The students, in the pre-assessment questionnaire, used words like 'self-belief', 'confidence' and 'independence' to describe how the school has helped them develop. They also mentioned a range of skills they use and continue to develop through the various activities in which they participate at school: team-work; communication; listening; problem-solving; writing and social skills, for example.</p>			<p>✓</p>

	<p>Parents are asked for feedback about the careers programme and career related events; the school have provided an example of this from a recent Parent Information Day where parents were asked for feedback about the types of organisations they would like to see at the next event to support the school with future planning.</p> <p>Employers and key partners are important contributors to the careers programme and the school has forged some excellent links in recent years; feedback is sought from those key partners that contribute to the careers programme in an effort to continue to develop the careers programme so every experience is suitable for and meets the needs of the students. In pupil reviews the contribution of partner organisations is discussed and recorded along with those of pupils, parents and staff. This information is used by the school to review current provision and identify areas for development.</p> <p>Feedback is invited from staff and is used to inform planning.</p> <p>The school also uses analysis of intended destinations to inform provision to ensure students receive support, advice and guidance to meet their needs. They also use ongoing evaluation of destination data to review advice given to students, for example, last year a student progressed to a new provision. By keeping updated with the students' progress and experiences the school now feels confident in presenting this provision as an option for its young people and another student this year will now be moving on there.</p>			
<p>QC1.1(iii) Ensuring that all staff involved in the careers programme - preparing all pupils and students for choices, decisions, and transitions - are knowledgeable, skilled, and confident in their CEIAG roles (through appropriate induction training, professional learning and continuing professional development).</p>	<p>The Careers Leader, Elaine Redpath, has been in the role for 14 years and is a member of SLT. The Careers Leader engages in a variety of collaborative meetings and CPD opportunities to ensure she is knowledgeable and confident in the role and has plans to complete Level 6 non-accredited Careers Leader training soon. There is a Level 6 qualified Careers Adviser, Steven Leach, from Career Connect who delivers guidance to students one day per week. The Careers Adviser accesses CPD via Career Connect and has provided the assessor with a log of CPD completed.</p> <p>The Careers Leader attends CEIAG Network meetings three times per year to keep updated with CEIAG developments locally, regionally and nationally; North Ridge is also part of the newly created hub</p>			v

<p>See also QC 8.1(i)</p>	<p>cluster with GMCA where there are opportunities to share good practice and develop knowledge and ideas regarding CEIAG delivery.</p> <p>All of the staff at the school are involved in delivering various CRL aspects of the curriculum to students, be that as part of the PSHCE programme, the wider programme of career related and work-based learning activities or through subject curricula. There is a whole-school training schedule in place, but competing priorities mean that CEIAG CPD is often provided for staff via a briefing model where CEIAG updates are shared with staff. There are also Curriculum Co-ordinator meetings each half term and CEIAG is delivered and then cascaded to the rest of the staff.</p> <p>Staff also update their knowledge through visits to local learning providers and employers as part of accompanying students. CEIAG is also included in new staff induction, so all staff understand the role they play in helping students prepare for the next steps as soon as they start working at the school.</p> <p>CEIAG is embedded into the curriculum and as such is part of the quality assurance/work scrutiny process by which all other subjects are measured. Lesson observations are carried out as part of a rolling programme, planning is submitted and scrutinised. Curriculum Coordinators are expected to know what is going on in their areas in terms of planning and delivery and the inclusion of CRL is expected where appropriate.</p> <p>Development points:</p> <p><i>QC1.1(iii) Consider carrying out a training needs analysis with staff to check where CEIAG gaps in knowledge might be – this could inform your CEIAG CPD schedule.</i></p> <p><i>QC1.1(iii) The Careers Lead should move forward with existing plans to do some Level 6 Careers Leader training.</i></p>	
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<p>QC1.1(iv) Securing clearly identified, appropriate and progressive learning and behavioural outcomes for young people - referenced to a recognised national framework of careers, employability, and enterprise education- with a range of methods to deliver them to suit the Key Stage (KS) and the ability of learners.</p> <p>See also QC 3.1 (i) and QC 4.1(iii)</p>	<p>The Careers Curriculum is mapped against the Gatsby Benchmark framework – the written careers programme on the website clearly shows which benchmarks different activities help the school to meet.</p> <p>There are CRL schemes of work in place for students for all Key Stages, each include intended learning outcomes to help contribute to students’ careers learning and development and preparation for adulthood. The Key Stage 3 scheme of learning explicitly references the CDI’s learning outcomes and offers students opportunities to build upon their previous learning; the Key Stage 4 and 5 schemes of learning should also be mapped against the CDI framework learning outcomes to ensure that students develop the career development skills that they need to have positive careers.</p> <p>The school utilises various methods – classroom learning, trips, work related learning and experience, speakers, information events, employer engagement events – to deliver a careers programme appropriate to the ability of the learners.</p> <p>Development point: <i>QC1.1(iv) You might consider using the CDI Career Development Framework to further develop your careers programme – especially for Key Stage 4 and 5. The CDI’s Career Development Framework describes the six learning outcomes that career development programmes should focus on to ensure students develop the career development skills that they need to have positive careers and can be used to underpin your careers programme development. See thew CDI website: CDI Framework - Career Development Institute (theccdi.net).</i></p>			v
<p>QC1.2(iii) Evaluating how the careers programme involves students in assessing and meeting their own needs and those of their peers and evaluating its impact</p>	<p>Students are involved in assessing and meeting their own needs, with support. Personalised support is via transition planning and during EHCP reviews when students can reflect on progress and future steps. Students also have the opportunity to reflect on the own learning and development during one-to-one guidance sessions with the Careers Adviser.</p> <p>In careers lessons and WRL activities, students have targets and learning objectives which are monitored closely. All students have baseline assessments from year 7 to assess the students’ starting points and the BSquared assessment tool enables students’ progress to be measured.</p>			v

	<p>Career learning is recorded in different ways– books, folders, and worksheets - depending on class and key stage. In Key Stage 3, for example, students complete journals, which are used for reflection and to assess knowledge and understanding. Self-assessment and reflection is very much encouraged throughout the students’ progress and school wants the students to ‘be as independent as possible’.</p>			
<p>QC1.2(iv) Evaluating agreements and contracts with external careers guidance services, where applicable, to ensure that those services remain effective and are aligned with the learning provider’s overall careers strategy.</p>	<p>The is an SLA in place for Career Connect who provide guidance services for the school – Steven Leach is a Level 6 qualified Careers Adviser who is available to support students a day per week throughout the school year.</p> <p>Career Connect is a Matrix-accredited organisation and the arrangements are reviewed annually to ensure the SLA is aligned with the school’s priorities.</p>			√
<p>QC1.2(v) Evaluating the <i>impact</i> of involvement in collaborative networks - such as a careers hub, multi-academy trust and the Enterprise Adviser Network - to improve the quality of the careers programme.</p>	<p>The Careers Leader, Elaine Redpath, attends Careers Leader Network meetings to share good practice and exchange ideas & resources. The meetings have also enabled the school to source employer and enterprise partners to support the careers programme.</p> <p>The school has worked with the North Manchester Business Network led by Tuen Van Rooij to support the careers programme too.</p> <p>The school is part of the Enterprise Adviser Network. The Enterprise Adviser, Nikki Sorton from Equaans, supports with links to employers and has led on setting up the school’s Employer Engagement Day. Participation in the Enterprise Adviser Network has also led to training opportunities, additional employer contacts and help with funding, for example, for projects such as Digital Advantage.</p> <p>The school is part of a newly established cluster, along with other SEND schools in Manchester, led by the Partnership and Quality Lead, where schools should be able to share good practice and resources. The school will be able to talk of this more during their first annual review once they have attended more meetings.</p>			√

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Unit 2 Design & Delivery of CEIAG

Gatsby Benchmark 2 Learning from careers and labour market information

Gatsby Benchmark 3 Addressing the needs of each pupil

Gatsby Benchmark 4 Linking curriculum learning to careers

Gatsby Benchmark 2 Learning from careers and labour market information

Benchmark fully met 100%

GB2.1 By the age of 14, all school pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.

GB2.1 – For colleges

During their programme of study all learners should access and use information about career paths and the labour market to inform their own decisions on study options.

The CEIAG curriculum plan ensures that students can access information about local LMI and are aware of opportunities for employment, volunteering and further study.

The careers curriculum has been designed around the CDI framework for Key Stage 3 and each week Key Stage 3 students engaged in work related learning lessons where they work towards a set of differentiated career related learning outcomes, for example, to understand job roles and workplaces and to be able to identify job roles in a workplace. For Key Stage 4 and 5, the focus on CEIAG is work-related learning and students have multiple opportunities to access careers and labour market information through their encounters with employers and workplaces.

In the wider programme of CEIAG events and activities, as well as in subject learning, students can access careers and labour market information to further their understanding of the wider world of work and their post 16 and 18 options: assemblies; Employer Engagement Days; Information days; guest speakers; trips; visitors from the world of work; careers workshops.

Students can also access careers and labour market information through their interactions with the Careers Adviser and during EHCP reviews where transition, preparation of employment and next steps are discussed.

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<p>GB2.2 Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p> <p>GB2.2 – For colleges <i>Parents should be encouraged to access and use information about labour markets and future study options to inform their support of their children.</i></p>	<p>Parents and carers are fully involved in the transition planning process. Parents are provided with information such as destination routes via EHCP reviews and post 16 and post 18 options may be explored.</p> <p>There are events for parents about pathways and potential destinations, such as the Family Information Event to support parents to access careers and labour market information.</p> <p>The Careers Adviser is available to parents to access information about pathways and progression routes for their child during the multiple conversations had when preparing for next steps and transitions.</p> <p>The school website includes a parent section which has links to careers and labour market information and suggested websites and sources of information of local colleges and SEND provision. There is also a link to a ‘Careers ebook’ outlining pathways information for parents as well as a slide deck offering information to parents on ‘Support Organisations and Services’. Success stories of students who transitioned from school into positive destinations are also on the website to support students and parents in terms of raising aspirations and promoting positive role models.</p> <p>Parents are provided with CEIAG information by letters, emails and home visits too.</p>			v
<p>QC2.1(i) Ensuring that all students have access to reliable, relevant, and user-friendly career and labour market information about career pathways covering the full range of opportunities in education, training, and employment - including internships, T levels, school-leaver programmes and apprenticeships - which meets their needs and that they are supported in its use.</p>	<p>The CEIAG curriculum plan ensures that students can access information about local LMI and are aware of opportunities for employment, volunteering and further study.</p> <p>The careers curriculum has been designed around the CDI framework for Key Stage 3 and each week Key Stage 3 students engage in work related learning lessons where they work towards a set of differentiated career related learning outcomes, for example, to understand job roles and workplaces and to be able to identify job roles in a workplace. For Key Stage 4 and 5, the focus on the CEIAG is work related learning and students have multiple opportunities to access careers and labour market information through their encounters with employers and workplaces.</p>			v

	<p>The curriculum enables students to build upon their previous knowledge of careers and labour market information at each Key Stage to ensure they are aware of their post 16 and post 18 options and feel confident about any decisions they make about their future.</p> <p>In the wider programme of CEIAG events and activities, as well as in subject learning, students can access careers and labour market information to further their understanding of the wider world of work and their post 16 and 18 options: assemblies from colleges; Employer Engagement Days; Family Information days; guest speakers; visits to colleges and workplaces; speed networking 'What is My Job?' event; visitors from the world of work; careers workshops.</p> <p>In June, pupils at the school engaged in two 'Employability Days' where the focus was learning about different jobs and work skills - workshops took place on bicycle maintenance (run by Evans Cycles), Hair & Beauty (Equal Chances Education), Electric Circuitry (Equans) and waste management with Biffa. Some workshops covered design and construction and were run by CR Construction and Vinci – an opportunity for students to access careers and labour market information using a hands-on approach, feedback for which was extremely positive.</p> <p>Students can access careers and labour market information through their interactions with the Careers Adviser and during EHCP reviews where transition, preparation of employment and next steps are discussed.</p> <p>The school also offers a pre-supported internship programme where students are prepared for supported internships and work towards an ASDAN Employability and Personal and Social Development Entry Level 2, for Key Stage 5 students.</p>			
<p>QC2.2(i) Engaging with and informing parents and carers about ways of accessing and using careers and labour market information for the benefit of their children's career development.</p>	<p>See GB2.2</p>			<p>v</p>

Gatsby Benchmark 3 Addressing the needs of each pupil			
Benchmark fully met 100%			
<p>GB3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p>	<p>Raising aspirations and providing opportunity for students are key to all career and work-related activities – fundamental to the school ethos is that all students will develop the skills they need to be as independent as possible. The school places high importance on early preparation – beginning in year 7 - planning and building aspirations to enable successful transitions.</p> <p>Raising aspirations and actively challenging stereotypical thinking is central to the schools aims 'to ensure all our pupils' needs are met, through providing a calm, safe and stimulating learning environment, and individualised, engaging learning opportunities, so that each pupil can achieve their best.' (school website)</p> <p>The school challenges stereotypical thinking by ensuring that all students from year 8 engage in workplace encounters and through the use of alumni (visiting students or their videos on the website) to support with raising aspirations.</p> <p>Schemes of learning evidence activities around aspirations for the future. Students engage in a wide variety of learning experiences to further develop their employability and independence skills including budgeting and finance and travel training – during the assessment a student spoke about how travel training would enable him to travel to and from school, and possibly a job, independently.</p> <p>As a Rights Respecting School, every effort is made to ensure students are safe, healthy and involved in the community and wider world.</p>		v
<p>GB3.2 Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>GB3.2 Colleges should keep systematic records of the individual advice given to</p>	<p>Records of attendance at EHCP meetings and records of CEIAG provided by the external Careers Adviser are in place and may be referenced during reviews. Views of teaching staff are also considered. Students and parents are encouraged to attend EHCP reviews, so they are central to transition planning.</p> <p>Encounters, WRL, careers activities and guidance from external providers are recorded on Compass+.</p>		v

<p><i>each learner, and subsequent agreed decision.</i></p> <p><i>The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available.</i></p> <p><i>Records should begin to be kept from the first point of contact or from the point of transition.</i></p>	<p>Because of the nature of the school and the students, all students have EHCP reviews; transition meetings are school-led and are focused on progression. The Career Connect Career Adviser, SL, does not attend the EHCP reviews but will share his notes as required.</p> <p>The Careers Adviser creates action plans after one-to-one interviews which are shared with students and families. The Careers Adviser uses a Power Point format to ensure the action plans are as clear and accessible to students as possible and says this seems to work well. The action plans are saved on a shared area at school so can be accessed by key staff who are involved in supporting students' transition and progression.</p>			
<p>GB3.3 All school pupils should have access to these records to support their career development.</p> <p>GB3.3 – For colleges <i>All learners should have access to these records to support their career development.</i></p>	<p>Records of careers conversations are recorded on a shared drive. Students are given a copy of their action plans. Records of EHCP reviews are also made available to students and their families.</p> <p>Careers learning is recorded in different ways– books, folders and worksheets - depending on class and key stage. In Key Stage 3, for example, students complete journals, which are used for reflection and to assess knowledge and understanding. Self-assessment and reflection is very much encouraged throughout the students' progress and school wants the students to 'be as independent as possible.'</p>			√
<p>GB3.4 Schools should collect and maintain accurate data for each pupil on their education, training, or employment destinations.</p> <p>GB3. 4 Colleges <i>should collect and maintain accurate data for each learner on their education, training, or employment destinations.</i></p>	<p>Intended and actual destination data is collated and recorded on Compass+. This information is shared with the LA as required. The school publish their annual Moving On report on the school website as well as the most recent Compass evaluation update.</p>			√

<p>QC3.1(i) Actively challenging stereotypical thinking and low aspirations held by students and those who support them and enabling students to develop personal capabilities to counter them.</p>	<p>See GB3.1 also.</p> <p>Supporting and guiding students to ‘do their best’ is fundamental to the school’s ethos. The schemes of work, the CEIAG and WRL policy and careers programme promote equity of opportunity and challenge stereotypes.</p> <p>WRL and activities help students understand their own special needs and how their strengths can best help them achieve realistic ambitions – the varied range of WRL opportunities (Cup and Cake, Second Hand Made, The Hive, visits to Sainsbury’s and B&Q for example) helps students to understand what they can achieve and what support they might need.</p> <p>The school makes use of its alumni network and will invite former students who have moved on into positive destinations to speak to current students about their experiences which is motivating and inspiring and raises aspirations; where possible former students will put together a Power Point with pictures to complement their talk and students are invited to ask questions. Alumni also attend school events and assemblies to help current students and their families understand the potential progression pathways.</p> <p>Students in the Nightingale class (pre-supported internship programme) also speak to other students about their experiences, for example, recently a Nightingale student who is doing a placement at Costa has done a Q&A session for the students working in the school’s café, Cup and Cake.</p>			v
<p>QC3.2(i) & 3.3(i) Ensuring that records are accessible to students and include formal advice given to all students by teachers and tutors, as well as careers advisers, so that it builds on previous records of advice wherever possible and supports the implementation of their</p>	<p>For QC3.2 (i) and QC3.3 (i) See GB 3.2</p>			v

<p>choices and decisions – including transition planning</p>				
<p>QC3.3(ii) Ensuring that evidence of intended and actual destinations data enables students to access their records and use the information to strengthen their career-related learning, educational achievement, and progress towards achieving personally-valued destinations, including presenting themselves well to opportunity providers.</p>	<p>All students’ careers encounters and intended destinations are recorded on a Compass+ so intended destinations can be monitored and used to identify where students may require further support and guidance. Where students express an intention to leave the school after year 11, additional support is offered to the students and their family to explore the appropriate options and put together a transition plan – they may include additional taster visits to colleges or other providers facilitated by Steven Leach.</p> <p>Most students at North Ridge stay on for Key Stage 5; these students receive ongoing support in small groups from the Careers Adviser, and taster sessions to the various WRL areas (Cup and Cake, The Hive etc) are arranged to support transition.</p> <p>Individual reviews and EHCP meetings ensure that families and students can focus on required actions and goals, identifying what additional help might be needed to achieve those goals.</p> <p>Class sizes are very small and ongoing conversations take place about next steps for students, especially in years 11 and 14, so should students change their minds or have any further questions about their next steps, class teachers can refer to SL.</p>			v
<p>QC3.4(i) Evaluating destinations data for KS4 & KS5 on students’ performance, destinations and progression outcomes including using the results of the evaluation to set targets and objectives for improving the careers programme.</p>	<p>General CEIAG activities are evaluated via classroom observations and planning scrutiny, and verbal and written feedback which is used to assess the quality and appropriateness of activities.</p> <p>Intended destinations are carefully monitored and identify students in need of further interventions or guidance to ensure they are presented with the widest range of options. Where students express an intention to leave the school after year 11, additional support is offered to the students and their families to explore the appropriate options and put together a transition plan which may include additional taster visits to colleges or other learning providers.</p>			v

	<p>Most students at North Ridge stay on for Key Stage 5; these students receive ongoing support in small groups from the Careers Adviser, and taster sessions to the various WRL areas (Cup and Cake, The Hive etc) are arranged to support transition.</p> <p>Destination data is tracked and shared with the LA as required. The school look at this destination data and use it to inform planning, for example, tracking of students into employment is shared and celebrated and plans are in place to further develop the alumni network and other opportunities to share and celebrate success.</p>			
<p>QC3.2(ii) Ensuring that advice given is effective in meeting the needs of all students and especially those of targeted groups such as the ‘Gifted and Talented’/‘most able’, the disadvantaged and those at risk from economic deprivation, and students with special educational needs and disabilities (SEND)/learning difficulties and disabilities (LDD), young carers, and looked after children.</p>	<p>Differentiated and bespoke provision is provided to meet the needs of individual students and is embedded in everything that is provided at the school. Tailored support, targets and outcomes are explicit in each student’s EHCP.</p> <p>Preparation for adulthood begins for students in Year 7; however, the school are already preparing for students transition into year 7 now – the school know some incoming students will need structured support so are already putting plans into place to ensure their needs can be met.</p> <p>Staff meet regularly – staff meetings and welfare meetings – to discuss students who may require additional intervention or support and action accordingly.</p> <p>WRL is central to the curriculum at North Ridge. Students are given multiple opportunities for workplace encounters, beginning in year 8, and it is so embedded that for students these experiences are an expected part of their learning journey. Students interviewed on the day of assessment were able to talk about their workplace encounters and the skills and confidence they help to develop.</p> <p>Class sizes are small with mixed year groups, and the CRL and WRL programmes are tailored and differentiated to ensure equity of access.</p>			v

	<p>Personal guidance is provided to students at key points, especially in year 11 and 14 during key transition points. Although the Careers Adviser cannot attend EHCP or PEP reviews, his careers conversations are recorded and saved in a shared area to be accessed by staff when needed.</p> <p>School staff have regular conversations with parents and families, as well as formal reviews, which may include home visits.</p>			
<p>QC3.2(iii) Ensuring that effective partnerships are secured with relevant services and agencies that provide additional support for vulnerable and disadvantaged students such as young carers, looked after children, children living in poverty, and children with learning difficulties and disabilities.</p>	<p>The school has excellent links with a wide range of support services – a list of these services was provided as evidence – to ensure students and their families are fully supported with preparing for next steps and beyond.</p> <p>If a student is at risk of becoming NEET, referrals will be made to Manchester Career Connect who will support the student throughout the summer and beyond as needed. An example of a referral form was provided as evidence.</p>			√
<p>QC3.2(iv) Sharing school data with the appropriate authorities and agencies, including monitoring the extent to which such data sharing agreements and processes benefit the students concerned.</p>	<p>There is an SLA in place with Career Connect who provide the school with guidance services. The school also shares data with the Local Authority as required in line with the schools Data Sharing Policy which is reviewed annually.</p> <p>There are also partnership agreements in place with post 16 and 18 education establishments to ensure students can be appropriately supported with transition and beyond.</p> <p>There is a Privacy Notice on the website informing parents and students how student data will be stored and when it might be shared.</p>			√
<p>Gatsby Benchmark 4 Linking curriculum learning to careers Benchmark fully met 100%</p>				

<p>GB4.1 By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people gain entry to, and be more effective workers within, a wide range of careers.</p>	<p>The school's curriculum gives students the opportunities to learn about a wide range of careers appropriate to the aims and aspirations and abilities of each individual.</p> <p>Curriculum design promotes links with careers and subjects. All students investigate jobs and local employers as part of the KS3/4 curriculum. Across subject areas there is an expectation that careers is linked to subject learning, for example in English, Key Stage 5 students develop their writing skills linked to employment and use text such as job advertisements and job profiles from NCS website to support learning; in maths students develop time telling skills with the intent of ensuring students can plan and attend events or activities in the wider community.</p> <p>There are various STEM related activities and events offered to students that help them to make links between the classroom and work-related learning they do and the wider world of work.</p> <p>In Key Stage 3 and 4 students will engage in Food Technology sessions, Life Skills and Manufacturing sessions.</p> <p>There is also an Employer Engagement Day where students engage in workshops related to STEM such as design and construction (run by CR Construction and Vinci) and electrical circuitry (run by Enterprise Partner, Equaans).</p>			v
<p>GB4.1 -For colleges <i>Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.</i></p>	<p>In sixth form, a comprehensive WRL programme is offered where students can develop a range of skills – they understand how these skills might help them secure and maintain a college place or employment in the future.</p> <p>The school also offers a pre-supported internship programme where students are prepared for supported internships and work towards an ASDAN Employability and Personal and Social Development Entry Level 2, for Key Stage 5 students.</p>			v
<p>QC4.1(i) Raising awareness – through utilising resources from the world of</p>	<p>Developing employability skills and preparation for adulthood is central to the curriculum. As well as PSHCE and the WRL programme, students have multiple opportunities to learn about the world</p>			v

<p>work – of the employability skills and the wide range of careers that can be achieved through the subjects and courses they are studying (including through the study of English, maths and STEM subjects).</p> <p><i>For college learners, this would include recognition of the importance of English and maths as a key expectation from employers.</i></p>	<p>of work through a range of subjects including Maths, English, Science, History, Geography, Computing, Art, Design Technology and PE, for example, in maths students learn about money and how money skills are used in retail and in English the curriculum is based around work skills and work vocabulary. Of the students that answered the pre-assessment questionnaire, 80% agreed they learn about careers through the subject curricula.</p> <p>Employers are used to contribute to learning within the school curriculum and the school is continually looking for ways to utilise resources from the world of work to complement CRL, for example, for Key Stage 4 students working in the Cup and Cake café there are opportunities to speak to a variety of employees such as Pest Control, Health and Safety Officers and those who check the water. Trips to Sainsbury’s and B&Q offer students the opportunity to identify job roles and find out more about the skills needed for specific jobs.</p> <p>The school also invites in alumni to speak to students about their own experiences of the world of work – an example offered was a former student now working at Wagamama who came in to do a Q&A session. Students are encouraged to ask questions to further their knowledge and understanding of the world of work.</p> <p>Students in Key Stage 5 complete an ASDAN Employability and Personal and Social Development Entry Level 2.</p> <p>Resources are managed by Curriculum Co-ordinator and Head of each Key Stage.</p>			
<p>QC4.1(ii) Embedding careers education in curriculum learning so that every student has the opportunity to benefit from career-related learning and preparation for the future embedded in the curriculum including stand-alone, subject-based</p>	<p>Careers provision is central to the whole school ethos and curriculum and is completely embedded.</p> <p>CEIAG is delivered through a mixed delivery model which includes careers lessons through PSHCE, a wider programme of careers activities (assemblies and trips), a varied WRL programme and CRL through subject curricula.</p> <p>Whole-school teaching and learning focuses on the relevance of subjects to everyday independent living, future learning, employability skills development and preparation for adulthood.</p>			√

<p>and planned co-curricular and enrichment activities.</p> <p><i>For Primary Schools this would include introducing parents/carers and pupils to transition to secondary education and the future beyond KS 2 and 3 into post 16 and post-18 progression options.</i></p>	<p>In Key Stage 4 students are offered the opportunity to do Duke of Edinburgh Bronze Award which provides volunteering, skills development, physical activities and residential.</p> <p>Students are also able to campaign for a place on the School Council. Students on the council are involved in various aspects of school life and contribute to the decisions made at school, including being part of the interview process for all new staff. Students can develop a range of skills in this role which also offers students an introduction to ideas around democracy and understanding of how elections work.</p> <p>A range of enrichment activities are offered during lunchtime to further help students develop skills and confidence: social club; corner ball; film club; Just Dance club and Relaxation Club.</p>			
<p>QC4.1(iii) Developing effective approaches to the teaching, learning and assessment of careers, employability and enterprise education that facilitate the career development of students and their transitions from KS4 and KS5.</p>	<p>See QC4.1(i) and (ii)</p> <p>All students have opportunities to develop employability and enterprise skills during their time at North Ridge. The school has developed several business enterprises – Cup and Cake (Café), The Hive (Manufacturing/warehouse), Pot and Plate (catering), Second Hand Made (shop) North Ridge Gift Company (making cards and pottery) support the school’s ‘primary motive [which] is to provide students the opportunity to move on to further supported employment, voluntary work or paid employment’. (school website)</p> <p>Enterprise is also taught through the ASDAN qualification for Key Stage 5 students and through a variety of charity fundraising events in which all students are involved.</p>			v

Unit 3 Working with Partners (including employers)

Gatsby Benchmark 5 Encounters with employers and employees

Gatsby Benchmark 6 Experiences of workplaces

Gatsby Benchmark 7 Encounters with further and higher education

Gatsby Benchmark 5 Encounters with employers and employees

Benchmark fully met 100%

GB5.1 Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer

GB5.1 For colleges

Every year, alongside their study programme, learners should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area*

* A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace

For some special schools and colleges, encounters with employers may not be appropriate for their student population, whereas encounters with other post-KS4 opportunity providers will be, therefore Quality in Careers assessors will take this into account in assessments.

The offer of employer encounters and WRL is a real strength of the school. North Ridge works with a wide range of employers and employees to support students' career learning and skills development.

In Key Stage 3 and 4, students have opportunities to meet with employers in school during Employer Engagement Days and Family Information events. There are also numerous opportunities for students to meet employers and employees during visits or when visitors come in to school.

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<p>GB5.2 Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.</p>	<p>The school is aware of any part-time jobs students may have.</p>			✓
<p>QC5.1(i) For schools, through a variety of methods, securing at least one meaningful encounter with an employer or employee for each student in every year of their education from KS3 using local networks of support - such as Enterprise Advisers, Jobcentre Plus, family and alumni/ae.</p> <p><i>For primary schools, facilitating an introductory understanding of the world of work.</i></p> <p><i>For college learners, securing at least two meaningful encounters with employers during their study programme.</i></p>	<p>The offer of employer encounters and WRL is a real strength of the school. North Ridge works with a wide range of employers and employees to support student's career learning and skills development.</p> <p>In Key Stage 3 and 4, students have opportunities to meet with employers in school during Employer Engagement Days and Family Information events. The 'What's My Job?' event offers speed networking opportunities for students with a range of employers too, for example, Criminal Lawyer. As part of the PSHCE Programme and WRL programme, a range of employers and employees are invited to speak to students about their careers experiences.</p> <p>Students also complete visits to workplaces where they can meet with employees to find out more about job roles and the skills needed for such roles – examples include B&Q and Sainsbury's which are planned as part of the curriculum.</p> <p>In Key Stage 5, all students engage in a WRL programme that includes work placements within the school's social enterprises and opportunities to speak to other employees in other roles are frequent – at Cup and Cake students will speak to the Chef, Pest Control and Health and Safety Officer, for example.</p> <p>Students also have other opportunities for workplace encounters which involve encounters with employers and employees – students have done placements at Costa and Tesco, for example. There is also an opportunity to engage in the school's pre-supported internship programme – students are based at North Manchester General Hospital and have encounters with people working in a variety of roles working there.</p>			✓

	<p>The school is supported by Enterprise Adviser, Nikki Sorton, who has arranged workshops for students with their organisation, Equaans. The school also works with the North Manchester Business Network led by Tuen Van Rooij to support the careers programme with employer encounters and workplace experiences.</p> <p>The school makes use of its alumni network and will invite students who have moved on into positive destinations to speak to students about their experiences which is motivating and inspiring and raises aspirations; where possible former students will put together a Power Point with pictures to complement their talk and students are invited to ask questions. Alumni also attend school events and assemblies to help current students and their families understand the potential progression pathways.</p>			
<p>QC5.1(ii) Ensuring that all such activities and encounters with employers and employees are embedded in the careers curriculum as part of a planned and progressive programme, meet the needs of each student, and contribute to their career-related learning outcomes.</p>	<p>Employer and employee encounters are firmly embedded into the curriculum; they are included in the curriculum plans and careers programme and are part of a sequenced WRL programme that meets the needs of students. Students encounter employers/employees in different ways – through guest speakers, workshops, workplace visits or work experience. Encounters may also take place as part of another strand of the curriculum, for example, a Key Stage 3 and 4 Science trip to the Science and Museum Industry may involve learning more about the jobs within a museum.</p>			√
<p>QC5.1(iii) Enabling employers and employees to contribute effectively to the careers programme - including by enhancing students' understanding of progression pathways in learning and work, employability skills, working life and career development at work.</p>	<p>All staff are expected to be involved in sourcing employers to contribute to the careers programme, along with Governors and the Enterprise Adviser. The school also reaches out to parents and to alumni and there is a statement on the school website to explain how they might contribute.</p> <p>Employers are briefed prior to delivery on intended learning outcomes for students. There is also a robust external visitor policy in place and visitors will send their materials and resources to the Careers Lead prior to delivery to be checked for relevance and appropriateness.</p>			√
<p>Gatsby Benchmark 6 Experiences of workplaces Benchmark fully met 100%</p>				

<p>GB6.1 By the age of 16 every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>GB6.2 By the age 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p> <p><i>GB 6.2 By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.</i></p>	<p>By the age of 16, students will have had at least one experience of a workplace, internal or external. Students in sixth form have multiple opportunities for work experience, both within the school's business enterprises, or with an external provider. For sixth form students in Nightingale class, doing the pre-supported internship programme, they are based within North Manchester General Hospital.</p> <p>80% of students that completed the pre-assessment questionnaire said they had been involved in workplace encounters or work experience.</p>			v
<p>QC6.1(i) Securing at least one meaningful experience** of a workplace for every student by the end of KS4, additional to any part-time jobs they may have.</p> <p>** A meaningful experience involves first-hand experiences of either workplace visits, work-shadowing and/or work-experience. Students must demonstrate career-related learning from reflecting upon these experiences.</p>	<p>In Key 3 and 4 students are presented with a range of opportunities for internal and external work experience or workplace encounters:</p> <p>Key Stage 3 Groups visits to workplaces including B&Q, Sainsbury's, a local café to learn about different job roles.</p> <p>Key Stage 4 Mini café within school where students work to develop their employability skills Internal opportunities in school including Fruit Delivery service, working in an allotment, Sport Leadership, setting up lessons, shadowing IT Manager. Taster sessions within the school's business enterprises for students thinking about staying on for sixth form</p> <p>Work placements may change each year to ensure they are appropriate and meeting the needs of the individual students.</p>			v

	<p>Volunteering opportunities are also offered through the Factory Youth Zone and as part of the Duke of Edinburgh Award.</p>			
<p>QC6.1(ii) Ensuring that evidence affirms that the experience(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders.</p>	<p>All workplace encounters and work experience placements have clear learning objectives and career-related learning outcomes – these are communicated to students, parents/carers and employers. There are also robust risk assessment processes in place to ensure students are safe and in a placement that meets their needs.</p> <p>Students engage in Health and Safety training prior to doing work experience.</p> <p>Students understand how workplace encounters will help them to become more independent and develop important employability skills in the future; so embedded is WRL in the curriculum that all students expect to engage in workplace encounters as part of their school experience – no one refuses to do a placement, and all are supported to ‘do their best’.</p> <p>All students have IEP targets - placements and encounters offer students opportunities to work towards these targets in a work-based setting, for example, students might work towards their maths targets in a retail setting.</p> <p>The WRL programme across school is embedded – it is sequenced, and students are able to build upon previous knowledge, that is, the learning students do in KS3 (learning about different jobs) helps prepare for KS4 where students will do internal work experience placements. This helps to prepare for KS5 where students have off-site and external work experience placements.</p>			v
<p>QC6.2(i) Securing at least one further meaningful experience of a workplace for every student by the end of KS5, additional to any part-time jobs they may have</p>	<p>In sixth form students participate in a range of work experience placements and workplace encounters, internal and external, as part of the Key Stage 5 WRL curriculum to help develop their employability skills and understand of the world of work.</p> <p>The sixth form has a comprehensive WRL programme that is led by Laura Brewer. The programme involves students participating in a range of placements in the school’s off-site business enterprises</p>			v

<p><i>For college learners - by the end of their study programme.</i></p>	<p>– Cup and Cake, The Hive, Pots and Plates, Second-Hand Made – which enable students to develop their employability skills and help prepare them for employment and next steps. Parents and carers will visit the work placements to see their child ‘in action’ and this really helps build up students’ confidence.</p> <p>There are also opportunities for external work experience placements, for example, at Costa or Tesco.</p> <p>All students in school have an IEP, and students use their placements to help work towards meeting their IEP targets, for example, targets around money skills might involve a focus on till work or identifying coins.</p> <p>There is also an opportunity to engage in the school’s pre-supported internship programme – students are based at North Manchester General Hospital and have encounters with people working in a variety of roles working there.</p>			
<p>QC6.2(ii) Ensuring that evidence affirms that the experience(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders.</p>	<p>Students on the WRL programme at North Bridge have numerous opportunities to reflect on their encounters. Students have a morning briefing to remind themselves of their targets and intended learning outcomes, then at the end of the day students will reflect on what went well, what could be improved and what they have learnt. At the end of each week, students have a mini appraisal to review the week and their learning.</p> <p>The sixth form WRL programme was nominated for and won Manchester’s ‘Be Proud’ award last year for Skills and Employability which is testament to the excellent and innovative work they do to help prepare students for their next steps and beyond.</p>			√
<p>Gatsby Benchmark 7 Encounters with further and higher education Benchmark fully met 100%</p>				
<p>GB7.1 By the age of 16, every pupil should have had a meaningful</p>	<p>Students are supported to explore colleges, apprenticeships, traineeships, Supported Internships, volunteering</p>			√

<p>encounter*** with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities, and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p><i>Please note: for some Special Schools/College encounters with higher education institutions may not be appropriate for their student population, whereas encounters with other post-KS5 opportunity providers will be, therefore Quality in Careers assessors will take this into account in assessments.</i></p>	<p>Because of the specialist provision and the needs of the students, most progress to the school's sixth form; numbers vary each year.</p>			
<p>GB7.2 By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and students.</p> <p><i>GB7.2 By the end of their programme of study, every learner should have had a meaningful encounter*** with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include</i></p>	<p>The school completed the differentiated Compass Report for SEND. The university requirement is not mandatory for all students. Students will more likely explore post 18 options that include supported internship, further education, apprenticeship, volunteering, extended work placements and employment.</p> <p>Because of the nature of the special needs of the students, very few will progress directly to Higher Education but support is offered individually as appropriate.</p>			v

<p><i>the opportunity to meet both staff and learners.</i></p> <p>*** A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>				
<p>QC7.1(i) Securing a meaningful encounter with providers of the full range of post-16 and post-18 learning opportunities (including technical education, supported internships and apprenticeships – complying with legislation on meaningful access for education and training providers) for every student during KS3 and KS4.</p> <p><i>For Primary Schools, introducing an awareness of the post 16 & post 18 world.</i></p>	<p>Throughout Key Stages, students are offered encounters with a range of post 16 and 18 learning providers through assemblies, presentations and visits so they are aware of their progression options. Learning providers include Manchester College, Hopwood Hall College, Project Inc, Bridge College, Salford Quays Supported Internship Programme and Loreto College. Pure Innovations present on Supported Employment and Factory Youth Zone offer information and advice on volunteering opportunities.</p> <p>A Family Information Day for Key Stage 4 and 5 students offers students opportunities to hear from a range of learning providers, employers and support agencies. Parents are regularly invited to provider events and activities so they can support their child with making decisions about next steps.</p> <p>Most students choose to stay on at sixth form, but all are given information about other options and, where a student would like to move on, they are supported fully by the Careers Adviser and relevant staff. Students may take part in transition visits to other post 16 or 18 providers and the Careers Adviser and school staff will support this.</p> <p>There is a Provider Access Policy on the school website; however, this will need to be checked and updated to ensure it complies with the 2023 Statutory Guidance.</p> <p>Development point: <i>QC7.1(i) Your Provider Access Policy was last ratified by Governors in December 2022 before the latest Provider Access Legislation was introduced. You may want to check the Statutory Guidance</i></p>			v

	<p>2023 (page 47 and 48) to ensure that your Provider Access statement includes everything outlined as a requirement in the guidance.</p>			
<p>QC7.1(ii) Ensuring that evidence affirms that the encounter(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders – including using feedback to inform future planning of encounters.</p>	<p>Objectives for provider encounters are for students to become more aware of their post 16 and post 18 options. Almost half of students responding to the pre-assessment student questionnaire said they had had encounters with colleges with the rest saying they hadn't or were unsure (although these students were mostly in Key stage 3, so it is possible they have not yet had opportunities to engage in provider encounters). It might be worth checking that intended learning outcomes are being communicated clearly to students so they know when they are having a provider encounter and how it will help support their progression.</p> <p>Feedback is taken from parents, students, and providers and used to inform future planning of encounters. Evidence has been provided by the school.</p>			v
<p>QC7.2(i) For schools, securing a meaningful encounter for all students with a range of providers of learning and training that may form the next stage of their career in order to meet the relevant learning outcomes for each student. [This should include at least two visits to higher education institutions to meet staff and students for those who are considering this choice by the end of KS5]</p> <p><i>For college learners, facilitating a meaningful encounter with a range of</i></p>	<p>Most Year 11 students progress into the sixth form, but this is the nature of the school and the specialist support needs and preferences of the students. Information about all progression pathways is provided via presentations at assemblies, college visits, events such as Employer Engagement Day and Family Information Day and one-to-one or group discussions with the Careers Adviser.</p> <p>For most students, higher education is not the immediate pathway after leaving the sixth form, although might be over the long term for some. That said, universities could be included as part of the cultural capital elements of the PSHCE curriculum, because as well as a place of learning, universities are also a source of employment.</p> <p>Development point <i>QC7.2(i) Consider how universities might be incorporated into the curriculum as part of cultural capital learning</i></p>			v

<i>further learning providers by the end of their programme of study.</i>				
QC7.2(ii) Ensuring that evidence affirms that the encounter(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders– including using feedback to inform future planning of encounters.	See QC7.1(ii).			v

Unit 4 Information, Advice and Guidance
Gatsby Benchmark 8 Personal Guidance

Gatsby Benchmark 8 Personal Guidance				
Benchmark fully met 100%				
GB8.1 Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. GB8.1 College <i>Every learner should have at least one such interview by the end of their study programme</i>	All students have access to a Level 6 qualified Careers Adviser, Steven Leach, from Career Connect. SL has an excellent relationship with the school and supports students via one-to-one guidance and groups sessions. Students have access to career guidance at key points throughout their time at North Ridge.			v
QC8.1(i) Ensuring that all students have access to advice and support from	The Careers Leader, Elaine Redpath, has been in the role for 14 years and is a member of SLT. The Careers Leader engages in a variety of collaborative meetings and CPD opportunities to ensure she			v

<p>teachers, tutors and other relevant staff who have been trained and prepared for their role.</p> <p>See also QC1.1(iii)</p>	<p>is knowledgeable and confident in the role and has plans to complete Level 6 non-accredited Careers Leader training soon.</p> <p>There is a Level 6 qualified Careers Adviser, Steven Leach, from Career Connect who delivers guidance to students one day per week. The Careers Adviser accesses CPD via Career Connect and has provided the assessor with a log of CPD completed. SL is observed annually by a Line Manager from Career Connect as part of the quality assurance processes. Action Plans are also inspected as part of this process.</p> <p>The Careers Leader attends CEIAG Network meetings three times per year to keep updated with CEIAG developments locally, regionally and nationally; North Ridge is also part of a newly created hub cluster with GMCA where there are opportunities to share good practice and develop knowledge and ideas regarding CEIAG delivery.</p> <p>All staff at the school are involved in delivering various CRL aspects of the curriculum to students, be that as part of the PSHCE programme, the wider programme of career related and work-based learning activities or through subject curricula. There is a whole-school training schedule in place, but competing priorities mean that CEIAG CPD is often provided for staff via a briefing model where CEIAG updates are shared with staff. There are also Curriculum Co-ordinator meetings each half term where CEIAG training may be delivered and then cascaded to the rest of the staff.</p> <p>Staff also update their knowledge through visits to local learning providers and employers as part of accompanying students. CEIAG is included in new staff induction, so all staff understand the role they play in helping students prepare for the next steps as soon as they start working at the school.</p> <p>CEIAG is embedded into the curriculum and as such is part of the quality assurance/work scrutiny process by which all other subjects are measured. Lesson observations are carried out as part of a rolling programme, planning is submitted and scrutinised. Curriculum Coordinators are expected to know what is going in in their areas in terms of planning and delivery and the inclusion of CRL is expected where appropriate.</p>			
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	<p>Development points:</p> <p><i>QC1.1(iii) and QC8.1(i) Consider carrying out a training needs analysis with staff to check where CEIAG gaps in knowledge might be – this could inform your CEIAG CPD schedule.</i></p> <p><i>QC1.1(iii) and QC8.1(i)(iii) The Careers Lead should move forward with existing plans to do some Level 6 Careers Leader training.</i></p>			
<p>QC8.1(ii) For schools, from KS3, ensuring that all students have equity of access to independent, impartial, and timely careers advice and guidance - both from external as well as internal sources - which includes at least one appropriate interview by the end of KS3 and KS4, and the opportunity for a further interview during KS5.</p> <p><i>For Primary Schools, this should involve introducing parents/carers to the careers support available in localities, particularly where pupils will require an Education, Health & Care Plan.</i></p> <p><i>For colleges, ensuring that all students have at least one interview by the end of their study programme.</i></p>	<p>Statutory duties are met through a combination of one-to-one meetings and group sessions where appropriate at key transition points for students. Where one-to-one sessions are not appropriate, the Careers Adviser will meet with students and parents to explore next steps. Indeed, for those students wishing to move on from the college in year 11, much work is done with parents to ensure the young person is fully supported with transition, and the Careers Adviser will facilitate (and attend where necessary) transition visits to post 16 or post 18 settings.</p> <p>The Careers Adviser does not attend EHCP reviews due to capacity – he is only in school one day per week – but does ensure careers conversation notes and action plans are available to all staff (saved on a shared area) so they can be referred to during reviews.</p> <p>Students will receive career information from other key members of staff during the EHCP review process to ensure they understand all options available to them.</p> <p>The Careers Adviser keeps a log of Intended Destinations, and this enables him to identify students who may require additional careers support. The Careers Adviser also keeps a log of careers conversations that are had with students. Action Plans are produced using PowerPoint – they are simple and clear – easily accessible to students and their families.</p> <p>The school ensures that the Careers Adviser has access to EHCP documents, IEPs and any other information required to ensure that career guidance and advice offered is sound.</p>			v

	After leaving school, ongoing support is available via Manchester Connect (or relevant careers service outside of Manchester). The Careers Adviser will refer students where appropriate.			
<p>QC8.1(iii) Ensuring that all internally-appointed careers staff - including internally-appointed professionally qualified careers advisers - are trained to appropriate levels and can able to act with impartiality in the best interests of students.</p> <p>Staff must subscribe to relevant codes of professional practice, and quality assurance mechanisms must be in place to ensure their professional practice is appropriately assessed by someone occupationally competent to do so.</p>	<p>The Careers Leader has plans to start Level 6 Careers Leadership training.</p> <p>Development point:</p> <p><i>QC8.1(iii) The Careers Lead should move forward with existing plans to do some Level 6 Careers Leader training.</i></p>			v
<p>QC8.1(iv) Where externally provided careers advice and guidance is secured from professionally qualified careers advisers, ensuring that the organisation providing such services meets the agreed sector standard (i.e. the matrix Standard) and that account is taken of the professional standards and qualifications determined by the Career Development Institute.</p>	<p>There is a Level 6 qualified Careers Adviser, Steven Leach, from Career Connect who delivers guidance to students one day per week. The Careers Adviser accesses CPD via Career Connect and has provided the assessor with a log of CPD completed. SL is observed annually by a Line Manager from Career Connect as part of the quality assurance processes. Action Plans are also inspected as part of this process.</p> <p>Career Connect is a Matrix-accredited organisation.</p>			v

Final review of IAG Action Plan:

Action plan reviewed with Careers Leader and will be reviewed again during annual review.

QC1.2(iii) School will continue with efforts to include Student Council with planning and delivery of Employer Engagement Days

QC3.1(i) Ensure that opportunities to celebrate students' successful transition to employment/supported employment and college are fully utilised and updated.

Strengths:

The school's Careers Programme is led by a strong Careers Leader, Elaine Redpath, who is committed to ensuring there is a high-quality provision that meets the individual needs of the students.

The Careers Programme has the full backing of the Headteacher and the Governing Body and all staff are actively involved in the design and/or delivery of careers programme to ensure students have opportunities to develop their skills and prepare for the future.

There is an excellent approach to work-based learning – it is highly valued by all, and staff understand the positive impact it has on students' career learning and progression. The work-based learning programme is fully embedded into the curriculum and students and staff view it as an integral part of the learning journey. CEIAG and work-based learning is central to the curriculum and is never viewed as a 'bolt-on'. The work-based learning curriculum builds on previous learning and is appropriate to students' ability and need.

There is a wonderful collection of business enterprises at the school – Cup and Cake, The Hive, Second Hand Made, Pots and Plate – that support students' skills and knowledge development to ensure students can build their confidence in a safe and supportive environment. That said, external placements are also sourced to ensure all students' work placement needs are catered for.

The school has a strong relationship with Steven Leach, the Career Connect Careers Adviser, who understands the school systems and students well. Steven Leach also fosters strong relationships with families to ensure everyone can contribute to a student's positive transition.

The school has a varied bank of employers and learning providers that they call upon to support the design and delivery of the careers programme.

The school uses alumni well to help raise aspirations and to help assure students about potential next steps. Students and families are encouraged and supported to 'do your best' and aspire as high as they can.

Positive stakeholder voice contributes to the development of the CEIAG provision.

Where possible, subject curricula link lessons to careers and skills development.

Areas for development:

(Please include GB or QC number)

QC1.1i and QC7.1(i)

Your Provider Access Policy was last ratified by Governors in December 2022 before the latest Provider Access Legislation was introduced. You may want to check the Statutory Guidance 2023 (page 47 and 48) to ensure that your Provider Access statement includes everything outlined as a requirement in the guidance.

QC1.1(iii) QC8.1(i)

You should consider carrying out a training needs analysis with staff to check where CEIAG gaps in knowledge might be – this could inform your CEIAG CPD schedule.

QC1.1(iii) and QC8.1(i)(iii)

The Careers Lead should move forward with existing plans to do some Level 6 Careers Leader training.

QC1.1(iv)

You might consider using the CDI Career Development Framework to further develop your careers programme – especially for Key Stage 4 and 5. The CDI's Career Development Framework describes the six learning outcomes that career development programmes should focus on to ensure students develop the career development skills that they need to have positive careers and can be used to underpin your careers programme development. See the CDI website: [CDI Framework - Career Development Institute \(thecdi.net\)](https://www.thecdi.net).

QC7.2(i) Consider how universities might be incorporated into the curriculum as part of cultural capital learning

Summary and Recommendations

Assessment outcome

There is a clear commitment to CEIAG at North Ridge High School. Congratulations on achieving the Quality in Careers Standard which fully incorporates the Gatsby Benchmarks. This is an excellent achievement and recognises the quality and breadth of your careers provision. As you are “fully meeting” the Benchmarks and all of the accreditation criteria, as we comment upon above in the detail of your report, we will continue to review your progress in maintaining meeting the Benchmarks, and the additional career-related learning outcomes for students which the national Standard requires, through our annual reviews with you.

Name of assessor:

Jen Gibson

Signed:




Date:

29th April, 2024

Validation outcome

The report has been validated and the assessor judgement is upheld. Congratulations on achieving the Quality in Careers Standard.

Name:	Donna Graham
Signed:	
Date:	14 th May 2024

Appendix 1: Assessment Summary Grid

Name of learning provider:	North Ridge High School		
Date of assessment:	23 rd April, 2024		
Name of assessor:	Jen Gibson		
National criteria section headings for the Quality in Careers Standard	Insufficient progress towards fully meeting the Standard (✓)	Making good progress towards fully meeting the Standard (✓)	Fully meeting the Standard (✓)
1. A stable careers programme			✓
2. Learning from career and labour market information			✓
3. Addressing the needs of each student			✓
4. Linking curriculum learning to careers			✓

o Careers programme published	M	√							
o Details of Careers Leader	M	√							
o Details of how to access impartial, qualified Career Adviser	M	√							
o Evidence of how school measures the impact of its CEIAG provision	M	√							
o Destination results are published	M	√							
o Provider Access Policy published – see development point	M	√							
SLA with provider of external guidance services	M	√							√
CEIAG structure	M	√							
Careers Education schemes of work for each year group	M	√	√						
Destination reports	M	√		√					
Job description and evidence of CA's qualifications – not requested	M	n/a							√
Staff CPD record (CA record)	M	√							
List of partners contributing to CEIAG	M	√	√	√	√	√	√	√	√
SIP/SDP	M	√							
Compass report	M	√	√	√	√	√	√	√	√
Other evidence provided:									
Governor report/communication		√							
CEIAG examples info for parents		√	√					√	



The Quality in Careers Standard >>>>

Stakeholder feedback		√			√			√	
Careers notes/action plan				√					√
Curriculum intent docs – Computing, Maths and English		√		√	√				
Lesson Plans – Food Tech				√	√				
PSHE Rubric			√						
Info about school information event						√	√	√	√
Photographs of career displays		√	√	√	√				
Photographs of careers rom for interviews									√
Referral form for Career Connect				√					√