Connection ● Communication ● Independence ● Aspiration

Careers Education Information Advice Guidance Strategic Action Plan 2026-2027

Contents

Vision	3
Curriculum	3
Intent – Strategic Objectives	5
Current State	6
Destinations Data	8
Implementation	12
Impact	15
Appendices	
Appendix 1 – SWOT Analysis	17
Appendix 2 – Current State	19
Appendix 3 – Gatsby Benchmark Progress	24
Appendix 4 – Careers Programme	26
Appendix 5 – External Engagement Plan	29
Appendix 6 – Monitoring and Evaluation Plan	30
Appendix 7 – Parental Engagement Plan	31
Appendix 8 – Careers Coalition	32
Appendix 9 – Roles and Responsibilities	33
Appendix 10 – Independent Travel programme	37

Vision

'CEIAG at Redwood prepare learners for their future lives and adulthood. The program's provide learners with the information to make informed decisions and manage their transitions into Post 16 (and/or) Post 19 education, and future work places. Everyone is someone. All learners will be supported, guided and encouraged to achieve their full potential. They will challenge and change perceptions of those around them and be fully prepared for their transition post School and their success will be celebrated and cascaded throughout the School community'.

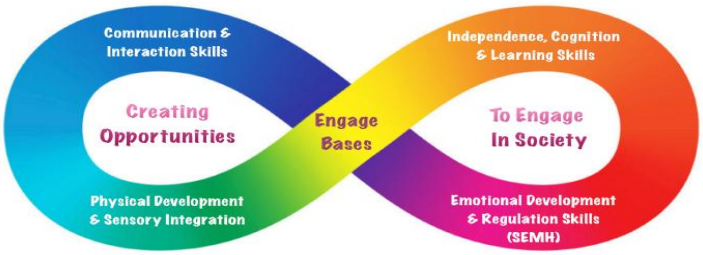
The intent of our Careers Curriculum at Redwood School is to promote a career development culture which is an essential part of the mission and ethos of our school. At Redwood Secondary School, Middleton and Heywood Campuses, Mathew Moss, Edgar Wood and supported internship provision, we aim to support the aspirations of all our young people to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning, life and work. We believe that having an effective careers education and guidance programme not only contributes to their well-being but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy. We had achieved the DfE Statutory Guidance expectation that all schools and colleges should aim to meet the Gatsby Foundation's Benchmarks of "*Good Career Guidance*". We are making progress towards the new refined Benchmarks.

Curriculum

All learners, from pre-formal to formal have access to a broad curriculum that positively promotes CEIAG throughout all curriculum areas. We also embed careers through our vocational curriculum at Post 16 and our 'Real Work project that promotes employability. The careers programme also organises a wide range of events and activities to provide information and inspire learners such as career sessions, career guidance activities, whole school activities (Choices fair) and other outside interventions some of which are highlighted below.

- Enterprise opportunities for the Sixth Form
- Career focused visits to a range of Business and Professional Companies
- Mock interviews and support for CV and application form writing
- Visits to Skills North West and Choices exhibitions
- Encounters with employers and employees
- Opportunities to listen and interact with external speakers from a range of occupations and professions through assemblies and SMSC lessons
- Redwood works in partnership with outside agencies (Colleges, 6th Forms, Apprenticeship providers, Universities, UTCs (University Technical Colleges) and 'Positive Steps'
- Work Experience

CEIAG within Pre-formal & Informal Provision



All students in the bases Engage Base & Experiential Base (ENB / EXB) have complex learning needs often working below the national curriculum assessment standards. They need specific support with their communication, social interactions and LifeSkills, therefore, requiring a static model with a holistic/ person centred curriculum. Our aim is to provide all students who access the 'Bases' the tools and skills to prepare them for adulthood. By using holistic, personalised learning and target setting in conjunction with a high-quality nurturing environment, we give ENB/EXB students opportunities to develop their personal growth, enabling them to engage successfully in society as well as reducing anxieties and/or challenging behaviours. In the 'Bases', we use holistic, personalised learning and target setting to focus on promoting student engagement, self-regulation, building relationships, developing independence and meaningful LifeSkills.

We use 4 key provision principles to allow us to create as many opportunities as possible:-
Communication & Interaction Skills / Emotional Development & Regulation Skills
Physical Development & Sensory Integration / Independence, Cognition and Learning Skills
We ensure all students feel valued, become as independent as possible, as well as empowered to express themselves in safe and meaningful ways at home and in the community. Through working on these 4 key provision principles we create enriching opportunities to ensure students reach adulthood with reduced stress and anxieties whilst maintaining their uniqueness. To ensure this, they will have been given various levels support to develop and practise communication, regulation and independence skills in safe ways thus enabling them to access and engage with the wider community and society in whichever way is best for the individual.

Skills students gain to help them into their future destination

Communication & Interaction

- Choice making
- Friendships
- Communicating needs

Cognition & Learning

- Routines
- sequencing
- Life Skills
- Independence

Social, Emotional & Mental Health

- Regulation
- Understanding own emotions
- Seeking support

Sensory and/or Physical

- Active and healthy
- Reduced sensory sensitivities
- Enjoyment and fun

Possible future destinations

Supported/shared living

College

Day services

Personal assistant activities

Living with family/carers

Being valued and engaged in society

Strategic Objectives

Objective 1 – Develop a whole school ethos to CEIAG, fully embedding careers in all curriculum areas.
Benchmarks: 2,3,4,7

- All staff to be aware of the careers strategy (including key annual objectives) and Gatsby benchmarks
- Further develop Curriculum Leaders to lead CEIAG initiatives in their curriculum areas

Objective 2 – Actively involve learners and parents in the planning, delivery and evaluation of our Careers programme.
Benchmarks: 2,3,6

- Increase learner and parental involvement through termly events and meetings e.g coffee mornings / consultations
- Build an on-line portfolio of learners' interactions with CEIAG activities (via Compass +) and disseminate to key stakeholders on a regular basis
- Increase usage of social media to develop parental awareness of CEIAG

Objective 3 – Develop a programme of 'employer encounters' within curriculum areas by creating a network of employer and educational providers to support learning (Increased emphasis around our sector focus of construction).
Benchmarks: 3,4,5,6

- Develop an ALUMNI of support
- Continue to develop links with organisations and build on existing relationships with particular emphasis on 'construction'
- Build a portfolio of 'careers partners and organisations'
- Develop the use of digital technologies to increase employer encounters across the organisation

Objective 4 - To develop work experience across the organisation
Benchmarks: 2,3,4,7

- To increase participation and ensure learners have had a meaningful experience of a workplace by Year 11 through the widening of work experience.
- To develop a method of plotting 'Experiences of Work' across the whole school.
- To further develop and widen work experience opportunities across the Post 16 routes.

Current State

SLT fully support the development of CEIAG at Redwood School and aim to raise the aspirations and opportunities of ALL learners. Mr Simon Alcock has overall responsibility as CEIAG leader for the school, supported by the CEIAG Team and Careers Coalition (Appendix 10).

Jodie Dyer is Redwoods 'Futures Advisor'. She is passionate about supporting our learners in making important decisions in their lives.
Key Responsibilities include interviewing learners, one-to-one or in small groups to discuss their career or education options. Liaising with parents/carers where appropriate to advocate on learner's behalf. Jodie listen's to learner's ideas and career aims and helps learners identify and consider the range of choices available to them, outlining possible ways forward through drawing up action plans for employment, education and training, whilst support learners to achieve these goals. Jodie Appleton is responsible for careers through the 'My Identity' curriculum, focussing on putting careers and CEIAG in the heart of learning and ensuring opportunities are taken across all curriculum areas to positively promote careers and CEIAG.

Throughout Year 11 learners receive internal and external careers information advice and guidance through consultations and 'open' sessions with Simon Alcock (Assistant Headteacher – Transition) Jodie Dyer (Careers and Futures advisor) and Michelle Plant (Positive Steps).

Janet Taylor-Hill is our independent Careers Adviser and is employed by Positive Steps, Rochdale. Michelle provides impartial careers advice and guidance focussing upon each individual learner's needs by offering every learner a one to one personalised interview. We encourage parents to be part of their learner's choices and parents are welcome to contact Michelle through the school, engage in meetings or email directly. Janet is also available for support and advice at year 9 - 14 Parents Evenings and is able to attend Annual Reviews if appropriate.

Specific activities which Jodie and Janet support with include:

- Following up any specific action points around transition as outlined in their EHCP (specifically identifying appropriate post Redwood pathway and planning subsequent visits)
- Researching careers, options and support organisations to meet learner's needs
- Planning events / objectives in line with Gatsby Benchmarks
- Providing advice on CV, applications, job hunting and interview techniques
- Running small group sessions or larger presentations on all aspects of careers work and topics related to personal development helping learners to understand the current job market using computer-aided guidance packages and skills assessment tools (GMACs)
- Administrative tasks such as report writing and record keeping.
- Managing individual records of a learner's CEIAG journey over the course of an academic year using Compass+
- Sourcing relevant career updates from Bridge GM and sharing this with staff and learners
- Planning and organising careers fairs and CEIAG related activities.
- Adapting plans to reflect challenges and exploring virtual employer encounters during Post-Covid times

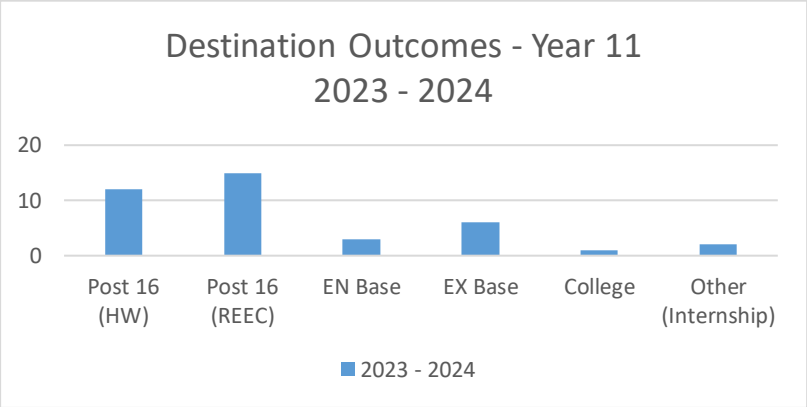
- Keeping up to date with labour market information, legislation and professional and academic developments by visiting employers, training providers and training events run by educational and professional bodies

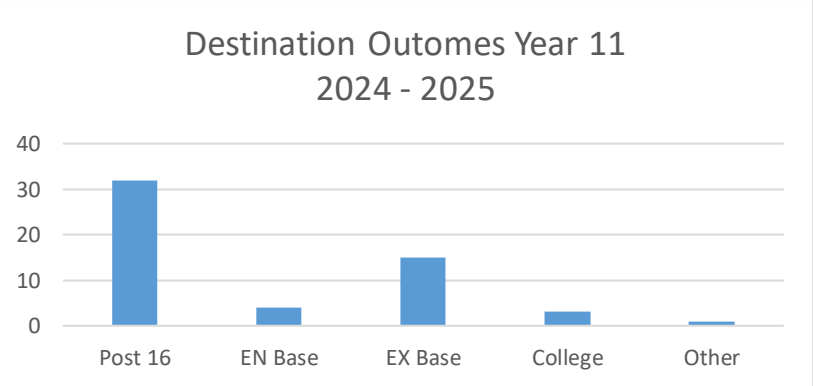
Carol Poll is our CEIAG link governor who has experience in SEN Secondary Schools and CEIAG.

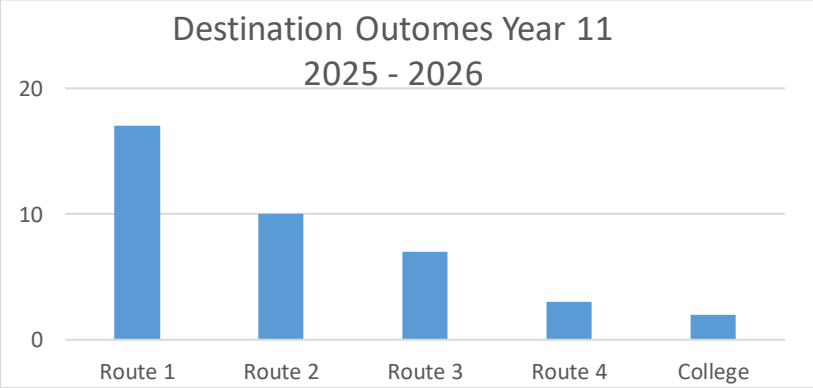
Time is also spent in pastoral groups and the year 11 EHCP annual review meeting to discuss preferred options. Through consultation with learners, parents and Assistant Headteachers, preferred pathways are chosen for KS5 destinations. Within Redwood' KS5 provision there are 6 routes to choose from including an external college pathway.
Redwood is working hard to embed a culture of careers and CEIAG across the school. We have achieved all 8 of the Gatsby Benchmarks (July 2025). We will strive to ensure that this high standard of CEIAG continues. We are part of the Greater Manchester Careers Hub 'Communities of Practice', an organisation aimed to accelerate progress towards achievement of the Gatsby Benchmarks. The Hub is aligned within a local economic context, to develop quality assurance of careers guidance and education programmes and the professional development of Careers Leaders within Hubs whilst providing strategic involvement in careers Action Plans.

We also work with Sally Cheshire (Operational Hub Lead) and Azeem Amir (SEND Enterprise Co-ordinator) and our partners in the 'Careers and Enterprise Company' who work closely with our 'Hub' colleagues to support Careers Leaders to develop and deliver programmes which respond and align closely to identified priorities within our improvement plans. Our Enterprise Coordinators work closely with our CEIAG leaders to facilitate impactful careers programmes to ensure continued excellence in CEIAG provision.

Destinations Data – Year 11

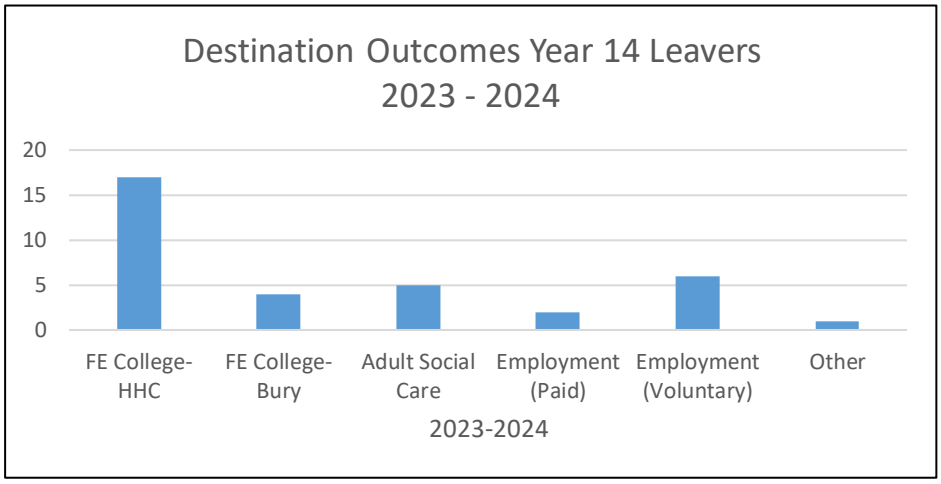


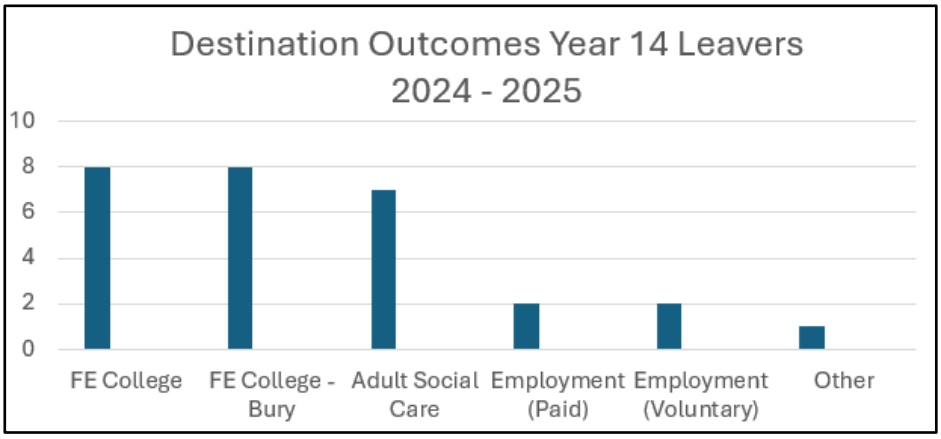


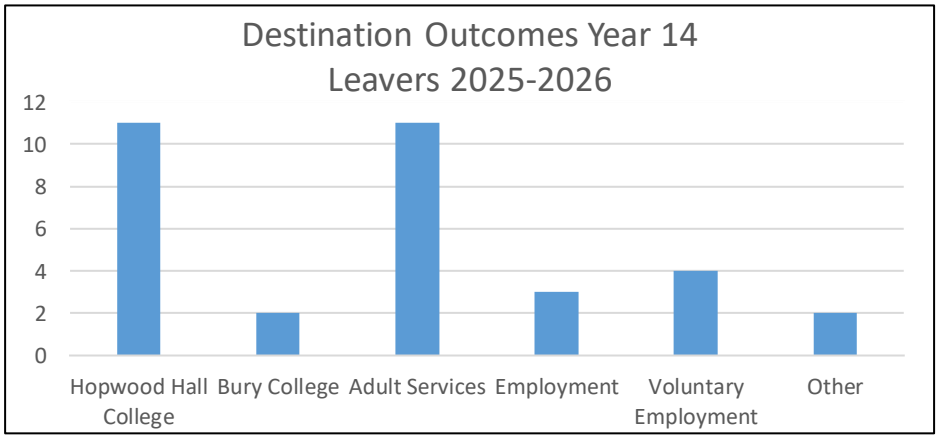


Year	Post 16	EN Base (Redwood)	EX Base (Redwood)	College	Other
2023 -2024	27	3	6	1	2 (Internship)
2024-2025	32	4	15	3	1 (Moved out of Area)
Year	Route 1	Route 2	Route 3	Route 4	College
2025-2026	17	11	7	3	2

Destinations Data Year 14







Destinations Data – Real Work Programme

Year	College	Adult Social Care	Employment (Paid)	Employment (Voluntary)	Other
2023 - 2024	21	5	2	6	1
2024 - 2025	16	7	2	2	1
2025 – 2026	13	11	3	4	2

Real Work Programme Destinations

We have incredibly impressive results each year as a result of the quality provision offered on the Real Work Programme.

Year	Number of students in cohort	Paid Employment	Voluntary Employment	College	College and Voluntary Employment	Other
2013 – 2014	7	3	0	4	0	0
2014 – 2015	8	5	1	2	0	0
2015 – 2016	8	5	1	1	0	1
2016 – 2017	7	1	1	1	1	3
2017 – 2018	7	3	0	0	2	2
2018 – 2019	7	3	2	2	0	0
2019 – 2020	6	3	0	3	0	0
2020 – 2021	11	8	1	2	0	0
2021 – 2022	16	8	5	3	0	0
2022 – 2023	6	5	1	0	0	0
2024 - 2025	6	2	2	1	0	1
2025 - 2026	13	3	3	5	1	1
Total 2013 - 2026	102	49	17	24	4	8
Total (%) 2013 - 2026	102	48%	17%	24%	4%	8%

Real Work Programme Outcomes

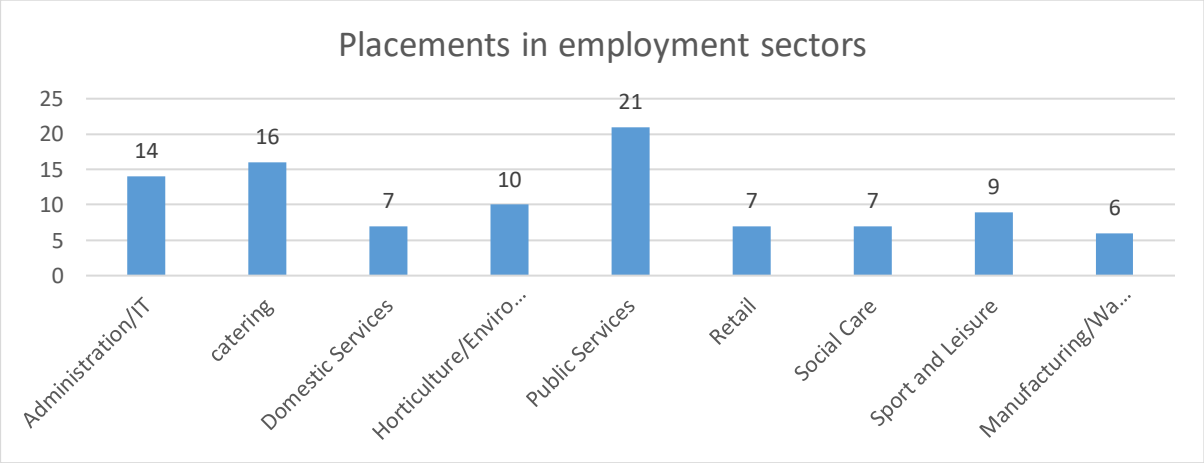
2013 - 2026	2025 - 2026
48% Gained Paid Employment (49)	23% Gained Paid employment (3)
21% Gained Voluntary Employment (21)	31% Gained Voluntary employment (4)
69% in Employment (70)	54% in Employment (7)
24% continued education at College (24)	39% continued education at College
8% Other Pathways	7% Other Pathways (1)

Overall outcomes over the past 12 years. Out of 102 learners on the Real Work Programme

- **49 Learners have gained paid employment (48%)**
- **21 Learners have gained voluntary employment (21%)**
- **70 out of 102 learners therefore went into employment (69%)**
- **24 learners went onto further education (24%)**
- **92% of interns transitioned into employment or college**

Highlights – 2025-2026

- **33% increase this year in interns achieving paid employment.**
- **54% of interns in employment**
- **There was a 233% increase in the number of learners taking up a Supported Internship at Redwood for 2025/2026**



Implementation - Action Plan

Strategic objective 1 Develop a whole school ethos to CEIAG, fully embedding careers in all curriculum areas.

Benchmarks: 2,3,4,7				
Year	Targets	Actions	Responsible	Impact
Year 1 2025- 2026	Encourage all departments to lead CEIAG initiatives within their subject areas. Departments implementing CEIAG initiatives in their subject areas. All departments, organising and planning 'employer encounters' within their curriculum areas.	Present Careers strategic plan to all Curriculum Co-ordinators. Incorporate a careers emphasis into LTP. Staff are talking about careers in lessons.	S Alcock J Dyer J Appleton Curriculum Co-ordinators	
Year Two 2026 - 2027	Faculties take ownership of and lead CEIAG initiatives in their subject areas.	Project based learning used by all faculties. Links with business employers embedded and projects ongoing.		
Strategic objective 2 Actively involve learners and parents in the planning, delivery and evaluation of our Careers programme. Benchmarks: 2,3,6				
Year	Targets	Actions	Responsible	Impact
Year One 2025 - 2026	Raise profile of Careers Education at Redwood	Compass+ introduced to all learners and information. Shared with parents yearly through Annual Reviews. Promote CEIAG in the newsletter. Careers and LMI promoted at Parents Evenings. Termly information sessions for parents. School website to be updated with LMI. Regularly updated Parental Engagement plan written.	S Alcock J Dyer J Appleton	
Year Two 2026 - 2027	Raise awareness of post 14 Vocational Options Increased awareness of pathways for all learners	Learners and parents to regularly review Compass+ profile Presentations to parents / learners in relation to Vocational options and Post 16 pathways	S Alcock Justin Henderson	Increased number of parents at options

	Increased number of parents attending info sessions	Bespoke employability workshops for year 11 and post 16 learners. Parent & learner safari (LMI) to be arranged.		and parents evenings/events
Strategic objective 3 Develop a programme of 'employer encounters' within curriculum areas by creating a network of employer and educational providers to support learning (Increased emphasis around our sector focus of construction). Benchmarks: 3,4,5,6				
Year	Targets	Actions	Responsible	Impact
Year One 2025 - 2026	Develop links with organisations and build on existing relationships Increase variety of businesses / organisations we work with - Sector - Size Track careers interactions to ensure coverage across all learners in all year groups as appropriate	Meet with targeted organisations and get service level agreements in place (see external engagement plan – appendix 7) Review tracking system, Identify and fill gaps. Highlight learners that need specific or additional support and put this into practice Look at using our existing bank of employers e.g internship contacts and see if they would be willing to offer something virtually for MSB.	S Alcock J Dyer M English M Dale	
Year Two 2026 - 2027	Develop an ALUMNI of support. Work more closely with Enterprise Adviser Continue to increase variety of businesses / organisations we work with Work more effectively across the 'Community of Practice' to share resources and contacts for the benefit of all pupils.	Start collecting data from leavers to keep in touch with them Set up data capture process and system for storing information Set up social media account to attract/contact former learners Maintain current external relationships	S Alcock J Dyer M English M Dale	
Strategic objective 4 To further develop work experience across the organisation Benchmarks: 2,3,4,7				

Year	Targets	Actions	Responsible	Impact
Year One 2025 - 2026	Introduce Work experience over the whole year in Post 16. Further develop experiences of work across the Bases. Develop wider opportunities for experiences of work in Year 11.	Introduce (internal & External) opportunities for Post 16 learners to engage in experiences of work throughout the year. Liaise with EX/EN Base Leads to further increase the range of opportunities internally and externally for this cohort of learners. Plan the delivery of work experience earlier to increase participation and meaningful placements and opportunities.	S Alcock J Dyer J Appleton M English M Dale	
Year Two 2026 - 2027	Review work experience and look at other opportunities to increase participation in line with current offer.	Personalization of placements based on consultations with Futures Advisor.	S Alcock J Dyer J Appleton M English M Dale	

Further areas for development:

- Create a system which allows us to collect and maintain accurate data for each pupil on their destinations after they leave school- specifically Post 19 destinations- to help support Benchmark 3. – Try a Microsoft form in 2025/26
- Increase meaningful encounters with independent training providers and audit the quality of their provision and its relevance for Redwood learners.
- Regularly evaluate our CEIAG programme with feedback from pupils, parents, teachers and employers using the evaluation form we have developed- to help support Benchmark 1 and regular meetings with CEIAG lead governor.
- To Increase the profile of CEIAG within school using social media - Showcasing examples of successful outcomes for previous learners in a highly visible way.
- To develop vocational learning and accreditation. To incorporate careers into the new Preparation for Adulthood curriculum through Vocational strands and BTEC
- To ensure that 'industry' standard recognised qualifications in Health and Safety, Food Hygiene, Moving and Handling, First Aid and COSHH are joined with existing curriculum planning for the academic year and completed / certified before progression onto the Supported Internship.
- Review Preparation for Adulthood curriculum to develop CEAIG and Career prospects.
- Develop ways to showcase careers journeys of learners in ENB, EXB pathways
- To grow the Supported Internship internally and externally

Impact - Monitoring and Evaluation Plan

A detailed monitoring and evaluation plan can be found in appendix 8.

The careers programme at Redwood is delivered through a variety of curriculum areas such as PSED/Preparation for Adulthood and the vocational curriculum, as part of the tutorial programme, within curriculum areas as well as bespoke opportunities, activities and events ran by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this informs our future decision making.

Monitoring activities adopted by Redwood are:

- Learning walks
- Questionnaires - learners, staff, parents & carers, external agencies
- Learner voice
- Whole school careers tracking
- Careers and Enterprise Company Compass+ external audit
- GMCA SEND career Hub – Community of practice
- Link Governor Audit's

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

- Analysis of whole school careers tracking
- Feedback from personal guidance interviews
- Questionnaires - learners, staff, parents & carers, external agencies
- Learner voice
- Destination data

Each academic year the Careers Leader and Futures Advisor will write an Action Plan which will be reviewed annually and the provision on offer to learners will be audited utilising the Compass+ tool each term.

- Increase in employer engagement and encounters, leading to wider job opportunities
- Increase in the number of internship 'hubs' creating wider opportunities for learners to develop towards employability.
- Learners successfully securing employment despite difficult employment conditions (evidenced through destination data)
- Successful Transition to college and adult care services as learners equipped with the tools to cope with significant life changes.
- Significant impact on individuals able to access work in relation to preparation for adulthood and future life prospects.

- Raising aspirations for learners and the Rochdale community whilst developing a better understanding of the world of work.
- Providing an ethos of striving towards individual personal bests at every level.

Appendix 1 – SWOT Analysis

Strengths	Weaknesses

• Employer engagement successful pre and internship programme • Meeting individual learner's needs – ensuring they have a voice. Successful partnership working with external agencies (Careers & Enterprise company / Positive Steps) • Positive post school destinations. • Strong external partner relationships developed • Transition from Redwood to college and Adult day services runs smoothly co-ordinated by Futures Advisor	• Staff response to CEIAG specific actions and feedback • CPD for CEIAG staff – Careers Leader training.

Opportunities	Threats
• Working with the Local Authority to offer places on the Supported Internship programme to non -Redwood learners throughout the borough with an EHCP. • Excellent relationship developing with McDonalds hopefully leading to more job and placement opportunities. • Interns @ the Royal Toby. Interns will be working alongside permanent staff, providing a service for the local community whilst developing essential works skills with the catering and hospitality sector. • Redwood Café – The Phoenix building has had a makeover to incorporate room for a kitchen to develop our experiences of work and provide work placements for a wider cohort of learners. • CEIAG offer to the more complex learner and engagement opportunities • Relaunch of Enrichment/Enrichment Extra Awards to include an employer encounter to achieve the award. • Young Enterprise Programme – learners at REEC given an opportunity to start their own business selling mugs and t-	• Changing work opportunity landscape • Decreasing placement Opportunities with 'traditional' employers especially within the LA (Riverside) and Care Homes as a result of Covid-19 • Not enough Intern learners for work opportunities – Internship trajectory document

	shirts. Learners make all the decisions about their business, from deciding on the company name, managing the company finances and selling to the public. Participants gain practical business experience and key skills.	

Appendix 2 – Gatsby Benchmarks - Current State

In the contemporary educational landscape, the integration of Gatsby Benchmarks alongside careers education and vocational subjects is indispensable for cultivating a workforce that is not only skilled but also well-prepared for the challenges and opportunities of the modern job market. The Gatsby Benchmarks, a framework of eight guidelines developed to enhance career guidance in schools, provide a structured approach to delivering effective careers education, ensuring that learners are adequately equipped for the complexities of their future professional journeys.

The first benchmark emphasizes the importance of a stable careers program, promoting a cohesive strategy that spans the entirety of a learner's educational journey. This approach involves early exposure to diverse careers and industries, allowing learners to make informed decisions about their paths. Integrating vocational subjects into the curriculum aligns seamlessly with this benchmark, offering learners hands-on experiences that supplement theoretical knowledge with practical skills.

The second benchmark encourages learning from career and labor market information. By incorporating real-world insights into the curriculum, learners gain a deeper understanding of industry trends, skill requirements, and potential career trajectories. Vocational subjects, with their focus on practical applications, contribute significantly to this benchmark by providing learners with a tangible connection to the demands of the job market.

Benchmark three stresses the importance of addressing the needs of each learner individually. For learners with Special Educational Needs (SEN), this involves tailored support and adjustments to ensure that they can access and benefit from careers education and vocational programs. Recognizing the unique strengths and talents of SEN learners, and providing accommodations where necessary, creates a more inclusive learning environment.

The fourth benchmark underscores the significance of linking curriculum learning to careers. Vocational subjects inherently embody this principle by directly aligning classroom instruction with real-world skills demanded by specific professions. This connection enhances the relevance of education and better prepares learners for their future careers.

The fifth benchmark highlights encounters with employers and employees, advocating for meaningful interactions that expose learners to the world of work. Incorporating vocational subjects into this benchmark allows learners to engage directly with industry professionals, fostering mentorship opportunities, internships, and apprenticeships that bridge the gap between education and employment.

Benchmark six emphasizes experiences of workplaces, enabling learners to gain firsthand insights into professional environments. Vocational subjects provide a natural avenue for work placements, internships, and apprenticeships, offering learners immersive experiences that enhance their employability skills.

The seventh benchmark centers on encounters with further and higher education. Vocational subjects play a critical role in preparing learners for various educational pathways, be it through vocational training, apprenticeships, or traditional academic routes. This diversity of options aligns with the benchmark's focus on guiding learners towards their chosen post-secondary education.

Finally, the eighth benchmark highlights the importance of personal guidance. For learners with SEN, personalized support is crucial in navigating their unique career paths. Integrating vocational subjects into this benchmark ensures that guidance is not only tailored to individual needs but also considers the practical skills and experiences necessary for success.

In essence, the integration of Gatsby Benchmarks into careers education, vocational subjects, and support for learners with SEN creates a comprehensive and structured framework. This framework not only equips learners with the skills and knowledge needed for the workforce but also fosters a culture of inclusivity and individualized support, promoting a future where every learner has the tools to thrive in their chosen career.

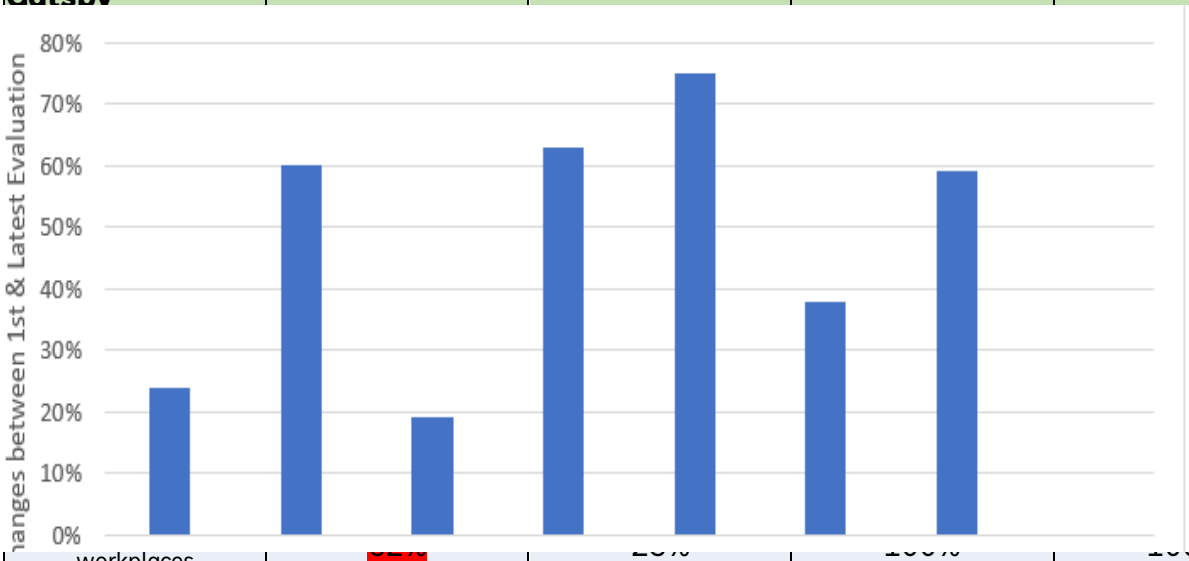
Benchmark	%	Areas to be addressed
1 A stable careers programme	100	Actions To continually ensure documentation and practice is evidenced towards the 8 Gatsby Benchmarks using Compass+. Future Advisor to explore Compass+ and its potential to evaluate CEIAG activities and provide data to feed future action plans. Develop the use of future skills questionnaire throughout the MSB. To further develop / Planning of a 'whole-school' CEIAG programme, covering Y7-14. To regularly review and audit CEIAG provision through 'Compass+' to evaluate careers activity against the eight benchmarks of best practice – the Gatsby Benchmarks. To discover strengths and find areas for improvement provide a confidential report and resources to achieve each benchmark. To regularly evaluate the careers programme with feedback from learners, parents, teachers and employers as part of the evaluation process. To increase parental involvement in reviewing provision of CEIAG. To develop a learner and parental questionnaire / survey. To produce information for the website specifically targeting employers. To continue to record CEIAG events on Compass + Update CEIAG Action plan – Last updated Jan 23 Audit and update CEIAG website – Last updated Feb 23 Analyse staff survey to ascertain development points. Target Careers information in Years 7, 8 &9. – continue links with DWP/Barclays lifeskills to deliver careers sessions. Showcase examples of successful outcomes for previous learners in a highly visible way. To produce learner proforma's highlighting learner 'voice' and testimonies. Analyse Post 19 destinations data. To Increase the profile of CEIAG within school using social media. To continue to utilise Facebook / Twitter more effectively.

		To continually update the CEIAG notice boards to incorporate up to date Labour Market Information. To produce employer testimonies. Engage with parents at Parents Evening. To calendar transition visits between Year 11 and Year 12 pathways. Develop links with Oulder Hill to allow attendance of appropriate Redwood learners at main school events. To continue to incorporate careers into the new Preparation for Adulthood curriculum through Vocational strands to ensure learners are challenged at all levels. To ensure that 'industry' standard recognised qualifications in Health and Safety, Food Hygiene, Moving and Handling, First Aid and COSHH are joined with existing curriculum planning for the academic year and completed / certified by the end of each year. Ensure CEIAG Action Plan is approved by the board of Governors. Arrange a meeting with our link Governor Colin McKenzie.
2 Learning from career and labour market information	100	To ensure all learners and parents have access to high quality information about future study options and labour market opportunities. To access and present currant and accurate LMI and disseminate this information via the website and through internal displays. To distribute LMI information to specific curriculum areas for discussion / prominence in class. To analyse our own destination data to identify the industries, learners from Redwood are entering and display this prominently. To continue to update individual Case-studies
3 Addressing the needs of each pupil	100	Explore options to keep systematic records on each pupil's experiences of careers and enterprise activity using Compass+. To record employer encounters through the Redwo Award. Enable pupils to access accurate records about their careers and enterprise activity. Keeps records of each pupil's experiences of career activity Be able to report on this when it comes to producing for other curriculum areas and share in written report in the same way other subject areas do for progress/achievement. This will also raise the profile of careers education across Redwood. Collect and maintains accurate data on their destinations (3 years) Upload pupils experiences of CEIAG so far onto Compass + to identify trends of work and where the gaps are to assist when planning future activities with the school cohort. Develop Case studies for website to inspire other learners Investigate school gaining membership in the Greater Manchester Good Employment Charter

4 Linking curriculum learning to careers	100	To ensure subject teachers support the school's approach to careers education and guidance by seeking out further opportunities within their individual curriculums to promote careers (and the skills required within those careers) within their subject areas and pedagogy To look into developing a quality assurance mechanism for careers delivered in the curriculum in September. To conduct a 'new' Audit of how curriculum areas are incorporating Careers into their curriculum areas. To ensure each of the 8 curriculum areas generate 2 opportunities for employer encounters linked to their curriculum area.
5 Encounters with employers and employees	100	To increase employer encounters and expectations particularly targeting the Year 7, 8 & 9, EXB and ENB cohorts. To develop the Enterprise Advisor Sally Cheshire (Enterprise Co-ordinator GMCA) To use internship contacts to run workshops. Redevelop the Redwoodian/Redwoodian extra awards to incorporate employer encounters. To re-introduce Careers day. To arrange for past learners to talk about their experience now either in College or in employment. Develop a 'digital / online' plan targeting the construction industry using the contacts from PLP, Wilmott Dixon and inspiring young people.
6 Experience of the workplace	100	To increase participation and ensure all Discover, build and Boost learners have had a meaningful experience of a workplace by Year 11 through the widening of work experience. To continue to plot 'Experiences of Work' across the whole school using Compass+. To plan Year 12 Work experience throughout the year for Post 16 learners Grow the use of social media to increase opportunities for learners.
7 Encounters with further and higher education	100	To arrange meaningful encounters with universities, where appropriate. Have had at least 1 meaningful visit to universities to meet staff and learners. To provide opportunities to encounter independent training providers such as MANTRA Organise an external apprenticeship presentation for REEC, Internship and yr 11 learners. Utilise internal 'Apprentices' to lead sessions with Year 11 and Post 16 learners. Research and identify possible Entry 3 apprenticeships (and how these can be accessed)

		Exploring HHC or other colleges to incorporate their virtual tour into our work with learners with all year groups not just those in transition. Continue to build Partnerships with HHC and RSFC
8 Personal guidance	100	To ensure very learner has opportunities for guidance with a Careers Adviser. To ensure every learner should have at least one such interview by the age of 16 and the opportunity for a further interview by the age of 18. To ensure all learners have a career action plan.

Appendix 3 – Gatsby Benchmark Progress



Gatsby	Redwood Results	Redwood Results	Redwood Results	Redwood Results ntation 025)
workplaces	[illegible]	[illegible]	[illegible]	[illegible]
7. Encounters with further and higher education	41%	75%	62%	100%
8. Personal Guidance	100%	100%	100%	100%

Gatsby Benchmarks	Redwood Results	% schools fully achieving this Benchmarks nationally	% schools fully achieving this Benchmarks in hubs Greater Manchester	% schools fully achieving this Benchmarks in LEP's Greater Manchester
1. Stable Careers Programme	100%	56%	59%	55%
2. Learning from career and labour market information	100%	74%	77%	74%
3. Addressing the needs of each pupil	100%	47%	49%	47%
4. Linking curriculum learning to careers	100%	70%	72%	70%
5. Encounters with employers and employees	100%	73%	75%	73%
6. Experiences of workplaces	100%	57%	59%	57%
7. Encounters with further and higher education	100%	46%	49%	46%
8. Personal Guidance	100%	71%	73%	71%

Progression of Gatsby Benchmarks 2018 - 2025

Appendix 4 – Careers Programme / Journey

Throughout a learner's career journey at Redwood learners will have access to:

Annual meeting to review EHCP with all agencies involved. Pastoral and subject specific Parents Evenings. Weekly access to an impartial Careers Advisor from Positive Steps for general guidance and action planning for the future. Access to our 'futures' advisor. Bespoke visits to Post 16/19 Provision opportunities. Taster Days and visits to local colleges. Choices – The Greater Manchester Skills, Careers and Apprenticeships Exhibition. Local and regional Careers Fairs & Events. Weekly Functional Literacy, Numeracy, ICT, PSED and Vocational Education sessions at differentiated levels to provide learners with skills, knowledge and experiences as they prepare for adulthood. Experiences of Work. Work experience where appropriate. Motivational / inspirational speakers invited into assemblies. Annual Careers focus week. Regular 'Enterprise' activities promoting work skills and teamwork through production, marketing and sales. Independent Travel Training.

Secondary

Pre-formal / Informal	Experiences of the World of Work to raise awareness of the wider world around us. Experiencing the world around them through engaging in activities in the local community. Involvement in Enterprise Activities. Internally accredited work focussing on developing communication and interaction in school and within the local community. Engaging in community activities and developing self-help and independence.
Semi-Formal / Formal	Transferable life skills taught through curriculum areas linked to careers. Financial capability and managing money focus in Maths. Communication / Functional Literacy and letter writing focus in English. Group and 1:1 sessions with Positive Steps Advisor (Michelle Plant) Futures Advisor (Jodie Dyer) and Assistant Headteacher responsible for Transition (Simon Alcock) to explore options Post 16. Independent Travel Program.

Post 16

Pre-formal / Informal	Further experiences of the World of Work to raise awareness of the wider world around us. Internal work focussing on developing communication and interaction in school and within the local community through which personal, social and independence skills can be developed. Engaging in community activities and developing self-help and independence. Bespoke Transition programme in Year 14 into personalised Social Care Provision or Further Education if appropriate.
Post 16	Weekly Vocational Education programme raising awareness about working life, experiencing job roles and

	exposure to work. Independence skills are delivered throughout the complete curriculum, with reference to EHCP outcomes and AR targets where appropriate. Learners also experience Vocational Education through BTEC Qualifications. Learners may have the opportunity to engage with a 1 day weekly Pre Internship placement in Year 13 in preparation for Supported Internship in Year 14. Learners also work on Personal Vocational Profiles, Employability Skills, Maths, English, ICT, PSED, Work Experience Preparation, Work Experience and Pre-Internship Placements. Transition programme into Further Education through visiting a range of local colleges and accessing 'Taster' sessions on specific Post 19 courses of interest, interviews and assessment days. Or, Bespoke Transition programme into Social Care Provision for learners with complex needs for whom Further Education is no longer appropriate.
Real Work Project	Access to 'real life' working situations through 4 day per week placements in the work place with real employers and co-workers. Learners complete 3 placements annually. Work trials leading to employment. Employer engagement opportunities by meeting staff and managers both in formal interview situations and social networking events. Parental engagement through formal termly progress reviews and reports and informal coffee mornings and events. Weekly Preparation 4 Adulthood day focusing on applying functional skills for life through Maths, English, PSED, Independent Travel and recreational sessions promoting independence and social skills. Annual Graduation Ceremony to celebrate achievements in gaining employment, voluntary work and / or places on further education pathways. Bespoke Transition programmes either supporting learners into Employment or Further Education.

Appendix 5 – Internal & External Engagement Plan

Contact 1 – Sacha Lord - Sacha John Edward Lord is a co-creator of the Parklife festival and The Warehouse Project. He is also the Night Time Economy Adviser for Greater Manchester, appointed by Mayor Andy Burnham.				
Current State	**Desired State**	**Needs & Interests**	**Next Steps**	**Contact & Deadline**
Introduction to Sacha Lord. Invited to spend the day looking at the 'industry' and opportunities Parklife festival offers	Opportunity to develop further contacts within the night time / festival economy obtaining paid work for interns.	Jobs secured over next years Parklife Festival. Opportunity to promote Performing Arts within the Theatre and entertainment venues in Manchester.	Continue to network with Sacha and promote SENS interns with his administration.	July 25.

Contact 2 – Martin Berry CEO / Owner City Build Construction Company				
Current State	**Desired State**	**Needs & Interests**	**Next Steps**	**Contact & Deadline**
Intention to build links with the company and access building sites.	Work Experience / Internship placements. Support with accessing CSCS card.	To see how we can work on delivery something for our learners in line with sector focus of construction.	Marie to continue to make contact and develop further relationships.	September 2023

Contact 3 – Royal Toby – David Wood, assistant manager				
Current State	**Desired State**	**Needs & Interests**	**Next Steps**	**Contact & Deadline**
Intention to further develop links with the company to extend placements throughout the Decker's Group	Internship / Work Experience placements.	To see if we can broaden placement offer to extend to the warehouse/manufacturing side of the company.	Marie to continue to develop further relationships.	Initial meeting Feb 23 to start new placements over academic year if suitable.

Appendix 6 – Monitoring and Evaluation Plan

Monitoring Strategy

Monitoring of the careers provision at Redwood is carried out by Simon Alcock and Jodie Appleton to ensure the careers programme is being implemented and learners are given the opportunity to access CEIAG.

Whole school tracking is completed by Jodie Dyer to ensure all learners are receiving individual opportunities and encounters to meet their needs and includes meeting employers, visits to workplaces, further and higher education and training providers.

Learners are targeted depending on their needs and aspirations. Some events are targeted in terms specific groupings such as disadvantaged, SEND, High Attainers, Pupil Premium etc.

All career related events led by external organisations are authorised and monitored by the Jodie Appleton and the Careers Leader.
All CEIAG events, opportunities and encounters are individually recorded for all learners using Compass +

We work with the careers and Enterprise Company, namely, Sally Cheshire (Enterprise Coordinator for Rochdale & Tameside Greater Manchester Combined Authority)) and Diane Norburn SEND Enterprise Co-Ordinator who support the external Auditing of our CEIAG provision using Compass+. We are also part of the GM SEND community of practitioners and meet termly with comparable settings to discuss CEIAG and share good practice.

Evaluation Strategy

Capturing the views and opinions of all participants in CEIAG events or activities is paramount to the success of the career programme at Redwood Secondary School.

Evaluation helps us to plan, resource and deliver the best quality CEIAG programme for our learners.

Learner surveys after each CEIAG activity to assess the quality of the intervention.

Questionnaires and learner voice are simple and effective ways to gain feedback. These results are used to inform future decision making, planning and participation at events and are completed as regularly as possible.

External organisations provide their own evaluation forms and we receive feedback from them where appropriate, such as Careers and Enterprise Company.

Feedback is provided for SLT and Governors by the Career Leader and information is shared.

Termly audits ensure provision continues to progress and improve the CEIAG provision across school and drives development opportunities.

Appendix 7 - Parental Engagement Plan

Date	Communication	Year	Content Plan	Channel	Responsible

April / May 2026	Transition plans	Year 11	• Year 11 into Sixth form meeting with Parent/Carers	Face to Face	Adele Navesey-Hall / Simon Alcock / Mark Dale
2025 – 2026	Annual Reviews	Whole School	Transition information and Options guidance	Teams / Face to Face	EHCP team
2025 - 2026	Parents Evenings	Whole School	Access to Careers Leads & positive Steps	Face to Face	EHCP Team
2025 - 2026	Website	Whole School	CEIAG Page of Website kept up to date	Website	Simon Alcock / James Tomlinson / Hollie Lowe
2025 - 2026	Social media	Whole school	Develop engagement on social media.	Social media	Jodie Dyer / Hollie Lowe / All lead staff

Appendix 8 – Careers Coalition

Appendix 9 – Roles and Responsibilities

Careers Provision

Redwood School CEIAG Team and Accountability structure

Head Teacher (Paul Evans)

- Overall responsibility for CEIAG across the school

Link Governor (Caroline Broomhead

- To monitor the effectiveness of the careers provision.
- To monitor impact of strategy.
- To monitor outcomes.
- To report to the Governing Body.

Assistant Headteacher SLT Lead for Careers / CEIAG (Mr S Alcock)

- Strategic overview of CEIAG Year 7 – 14.
- Independent Travel Year 7-14
- Year 11 / 14 transition Team.
- Destinations Year 11 / 14 Team.
- Develop and implement policies and practices for CEIAG.
- Create a climate which enables positive attitudes towards and confidence in CEIAG.
- Monitor progress made in achieving action plans and targets.
- Use data effectively to identify and support vulnerable students.
- Establish and implement clear policies for assessing, recording progress and evaluating impact of the delivery of CEIAG.

Careers and Futures Advisor (Jodie Dyer)

- To provide access advice, support, guidance and information to meet the needs of students
- To locate, engage and track students post Redwood School and report findings to SLT
- To increase the engagement of students and parents through regular communication and updating the website
- To engage with and actively seek partnership organisations to assist in providing wider experiences of knowledge (apprenticeships / employer engagement / college visits).
- To provide one to one support and advocacy for students to help them access learning and personal development opportunities.
- Year 11 / 14 transition and Destination data

Curriculum Lead for Careers
(Jodie Appleton)

Post 16 Assistant Head
(Mark Dale)

- Responsible for Post 16 provision at REEC developing employability skills for future training and employment.
- Monitoring student progress and progression on independence, Preparation for Life, enterprise and employability programmes.
- Responsible for Developing a positive ethos in which all students have access to a relevant vocational, independence and lifeskills curriculum which contributes to the student's development preparing them for their transition into employment or training.

Internship Manager
(Marie English)

- To manage Internship programme, Friday Pre-internship programme and leisure day.
- Line manage job coaches on Internship and Pre-internship.
- To engage with national and local businesses to develop employment links.
- To work alongside RMBC, NHS & Rochdale Football Club to establish fair recruitment process and develop contracts and reasonable adjustments for employment of interns.
- To ensure safeguarding and Health and Safety procedures are robust across the Real Work Project.
- To work alongside families and staff to raise the profile of the Real Work Project and the importance of our students aspirations for their futures.
- Monitoring of pre and intern progress and develop life, social and employability skills.
- Work alongside outside agencies to ensure well-being of pre and interns.

Redwood Teaching and Learning Leaders

- PSED
- Redwood curriculum
- Post 16 Curriculum
- Preparation for Adulthood
- ASC, Sensory & Experiential curriculum

Work Experience Co-Ordinators (Jodie Dyer / Jodie Appleton)	• Pre and Post 16 Work Experience Placements • Liaise with external agencies / partners / employers.
Independent Travel Co-Ordinators (Sam Greenfield & Nicola Parkinson)	• To assess the safest route from home to/from school and to train students to follow this route covering road safety, stranger danger, appropriate behaviour and use of mobile/public telephones. • To train students new routes to work placements/college/post Redwood placements
Independent and Impartial Careers Advisor (Michelle Plant)	• To provide independent and impartial guidance to all students. • To support the school in line with the Delivery Plan and identify priorities. • To complete and update CGI's for Internship students and Year 11 • To contribute to Annual Review EHC Plans
EHCP Co-Ordinator (Trish Alessandra)	• To ensure annual targets set by staff support students effectively ensuring outcomes from EHC Plans are achieved • To act as advocacy for students ensuring targets and outcomes are appropriate in preparing students for adulthood
Adult Transition Community Learning Disabilities Team	• To provide support and assessments for students leaving education and entering Social Care provision.

Appendix 10 – Independent Travel Programme

The Independent Travel Programme is delivered to learners predominantly in Year 10 & 11 and from Year 12 to 14 in Post 16 and the Internship Programme based at Rochdale Infirmary and Rochdale Football Club. The programme is delivered by Sam Greenfield and Nicola Parkinson who have many years of experience of working within special education. The aim of the programme is to teach learners to travel independently, to and from school.

On commencement of the programme, learners will work on a 1:1 basis with a Travel Facilitator, at a pace that is suitable to the learners needs. Learners will be continually assessed throughout the programme to determined their competence and confidence. When the travel facilitator has assessed the learner's suitability a consent form will be issued to obtain all relevant signatures, to allow the learner to progress further with the programme, moving from Consent 1-3, then 'Final Consent'
On completion of both the programme and consent forms, a date will be set for the learner to begin travelling independently to and/or from school. There are numerous cross curricular, work related skills taught alongside the programme, such as 'My Thinking' (Time / Timetables / Frequency / Length of journey / Dealing with money / Recognising money / Dealing with Fares / Ensuring correct change).
'My Communication' , (Speech, communication and contact with unfamiliar people).
My Independence, (Personal Safety (Threats from other transport users) / Knowledge of Emergency Procedures / Road Safety (Road crossings / Pelicans) / Looking after personal property / problem solving)
'My Health', (Walking to the Bus Stop) and My World, (Weather conditions / Appropriate Clothing / Transition.

On completion of taught journey to and from school, learners then advance to other routes which have a significant benefit and broadens opportunities for future employment. Learners are taught how to travel to pre-internship and internship placements, employment locations and college routes further benefitting their employability opportunities.

PROGRESS AND OUTCOMES

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023	2023-2024	2024-2025
Total New Independent Travellers	5	23	10	7	8	8	5	10
Transition Journey's	16	18	36	40	10	14	20	65
Work Experience Journey's	0	0	5	19	13	27	16	3
Post Redwood Journeys	6	0	1	3	5	0	2	0
Additional Journeys	Many more journeys: Alternative routes/relocation/walking routes and work placements					26	19	0
Total Journeys	27	41	52	69	74	67	57	68