

**Strathmore College**

# Into Employment Strategy



# Strategic vision 1

## Delivering outstanding outcomes to all of our learners irrespective of their starting point

Provide an environment which is inspirational and offers educational excellence and acts as a beacon for learners with learning difficulties/disabilities and enables all learners to meet their aspirations. Have excellent partnerships with employers and other stakeholders to continually develop the curriculum to create innovative practices and forge pathways to the world of work and employment.

### 01. Purpose

It is an essential role of Strathmore College to ensure that it provides high quality person-centered programmes of education and support for its learners, to ensure that all learners have a more realistic opportunity of gaining meaningful, preferably paid or voluntary employment.

Our learners are faced with significant challenges when considering how they can contribute to the world of work and to be recognised for their exceptional abilities, skills and value they can bring to the work place.

It is recognised that nationally there is a low percentage of people with a learning difficulty in paid employment. The issue is being tackled with an added energy as there is an increased expectation of integrating people with learning difficulties/disabilities into work.

The Careers Guidance, February 2018, outlines the responsibilities to deliver high quality meaningful careers guidance to all learners and use the Gatsby benchmarks as a measure of good practice.

The “Into Employment” strategy aims to strengthen links with employers and set out our plan to improve outcomes into paid work, and to meet our responsibilities under the Careers Guidance February 2018.

It will support the delivery of an innovative curriculum that continuously evolves to build learners’ work skills, preparing them with more informed choices about their future, to have work placements that enhances and embeds work practices expected by the employer, and to expand options to deliver supported internships in the final stage of preparing learners for paid work.

In addition, where needed, learners will require specific help and support to ensure they have the prerequisite work and social skills for them to be fully integrated into the world of work, society and the wider community.



## 02. Strathmore College:

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Strathmore College is committed to delivering its responsibilities through policies and procedures and a management and staffing structure that delivers excellent outcomes through innovation. It will have a careers lead and careers coordinator to influence continuous development and ensure that best practice is delivered. It will deliver a meaningful careers programme for all its learners, that takes into account their individual needs and abilities, and link clearly to their destination outcomes. It will as good practice, work within the Gatsby benchmarks. Strathmore College is committed to achieving “The Quality in Careers Standard” kite mark.

- **Related Policy: ECS 57 Careers guidance**
- **Gatsby benchmarks:**
  1. A stable careers programme
  2. Learning from career and labour market information
  3. Addressing the needs of each learner
  4. Linking curriculum learning to careers
  5. Encounter with employers and employees
  6. Experience of work placements
  7. Encounters with further and higher education
  8. Personal guidance

### Businesses

To raise the awareness amongst employers, of the skills and unique qualities that people with learning difficulties/disabilities can bring to the workforce, and the mutual benefits to be gained by employing a person with learning difficulties/ disabilities. To provide employers with the support and training that they need to build disability confidence.

### Staff

To provide and maintain an inspirational, challenging and motivational working environment for all staff. To provide highly-skilled staff through continuous personal development (CPD) to meet the needs of the learner and to meet the mutually agreed work protocol and standards of the employer.

Stakeholders – supportive organisations City Council, Department of Work and Pensions and Chamber of Commerce, Stoke-on-Trent & Staffordshire Local Enterprise Partnership and the Careers and Enterprise Company

To ensure all ‘supportive organisations’ are kept fully appraised of Strathmore College’s ‘Into employment strategy’. Working with the supportive agencies and Education providers in forming partnerships which provide benefit for the college and the learners.

It will be essential for the college to establish good and productive working relationships with its potential partners to provide safe and nurturing working environments.

### Parents and guardians

To provide robust and clear information for parents about the development of work outcomes and the direction of the college. To ensure that parents are provided with information that enables them to have knowledge that informs decision-making. To work in partnership with parents to support learners to develop their vocational outcomes and have an understanding of the learners’ programme of accredited and non accredited learning.

### Learner entitlement

“To ensure each learner is provided with an individualised programme of support and opportunities to develop their skills that will maximise their opportunity for suitable employment:”

Each learner’s careers programme is developed in an individual way. It will take into account the learners’ aspirations and identified outcomes in their education and health care plan (EHCP) and be delivered in a meaningful way in order to meet their needs.

Learners will be provided with:

- **Opportunities to gain the social and “into work” skills necessary for a fully integrated and safe life in employment and society**
- **Meaningful work activities that is interest-led and motivational to start to develop their work skills**
- **A range of work experiences and work placements to be able to make informed choices about their future**
- **Meaningful independent careers guidance – to include support from professionals who are able to meet and understand their individual needs**
- **Opportunity to develop interview skills and creative ways to show case skills to employers, as appropriate**
- **Opportunity to build up a work history to show case to others**
- **Meaningful information about potential employment opportunities in the local area**
- **Necessary support to access training into paid employment**
- **Continuous assessment and review of progress and achievement and as necessary in line with the employers’ expectations**

## 03. Implementation and delivery

- Work in partnership with Chamber of Commerce, Specific Businesses, Stoke-on-Trent Council and the Department of Work and Pensions to raise the profile of the learning Difficulty / Disability Agenda
- Identify a Careers Lead structure and ensure that the roles are fully implemented to strengthen the culture of 'work' within the organisation and within the curriculum
- To secure and work proactively with an ambassador to raise the profile with employers and contribute to the college development
- To build a link with 1 new business annually
- Enable employers to be disability confident
- The college will take account of the Gatsby benchmarks and develop its practice through implementation and continuous review
- Achieve the careers kite mark
- Hold parents and employers forums to continually improve practice
- Build links with agencies to ensure that all learners have access to meaningful independent advice and guidance (IAG)



## 04. Monitoring and reviewing:

- To ensure a robust system of monitoring and reviewing is in place. The CAS (challenge and support) group to be integral in the monitoring and evaluating
- To provide businesses, parents and other applicable organisations or individuals the opportunity of supporting the college in its monitoring and reviewing process
- To review the sustainability of any work placement
- To review all activities of learners/college to ensure of their effectiveness
- To integrate the review process into the annual self-assessment
- To ensure that staff have review meetings that include a consideration of CPD
- The college will take account of the 8 Gatsby benchmarks and create the necessary bespoke benchmarks for its learners which the college can use to evaluate its effectiveness
- To review the 'Into Employment' strategy annually as part of the self-assessment process



## 05. Governance

The employment strategy will be supported, validated and monitored through the college governance process and will aim to share practice with existing links with Priory further education (FE) colleges and through the FE sector and other existing partnerships.

## Get in touch

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