



Parkhill Secondary School Career Education

November 2017

Introduction

Parkhill Secondary School is an Additional Support Needs School in the East End of Glasgow. The roll is currently 54.

As part of the continuing development of the Enterprise Academy and the work of the school itself we have focused on the new Career Education Standards to produce this document that profiles Good Practice and Areas for Development. The Self-evaluation and reflection Tool allowed staff to discuss and reflect upon current developments and on-going practice within the school. This is a working document that will be reviewed on a regular basis and emphasises a whole school approach to career education.





CES Expectation 1

“work with a range of partners to design and deliver an appropriate personalised curriculum that takes account of the individual needs of children and young people and genuinely equips them for learning, life and work in all settings”

Example of good practice in this area

At Parkhill we work with a range of partners to deliver an appropriate, personalised curriculum. With a small role and specialist staff we are able to take account of every young person's needs. Our partners support us by offering opportunities which equip young people for learning, life and work. The school is constantly looking at new ways to engage with young people and parents and to listen to their views. During the establishment of the Enterprise Academy a steering group was formed. Both a parent and pupil representative were part of this group with the young person regularly feeding back to the whole school on developments.

Our partnership with the Hilton Hotel has been particularly innovative and has led to positive outcomes. Young people in the senior phase have been involved in industry visits which involve a tour of the hotel along with a question and answer session. Since the partnership began in February 2016 1 young person has gained an apprenticeship at the hotel and another 2 are presently on rolling work placements. The work placements are also supported by ENABLE who help with travel training and supporting the young people on placement.



At every stage and in every area of the school, partnership meetings are key to ensuring that activities are well planned and have a positive impact for the learners involved. Work Experience Pupil Profile Forms are used to communicate individual needs or support requirements that have to be implemented for successful outcomes.

CES Expectation 2

“engage children and young people in meaningful discussion about their skills development and assist them in profiling to support their career journeys”

Example of good practice in this area

Young people at Parkhill are encouraged to take an active part in decisions about their own learning and career journeys through a variety of activities and strategies from options choices and on-going Skills Development Scotland (SDS) interviews to industry visits to business partners and employability workshops from major employers such as ScotRail.

A wide variety of partners are involved in discussions with young people and their parent carers about skills development and their future including Hilton Glasgow, Milnbank Housing Association, ENABLE, SDS and ScotRail.

Profiling is a very important part of the school week and curriculum. Young people have 20 minutes each week to work on their profiles with their key teachers. The profiles allow them to reflect on their learning and development of skills in different areas across the school. We have recently redesigned the S1-3 profile to more closely reflect the S4-6 profile with its emphasis on skills and reflection. At the end of S3 young people are presented with their profiles as part of the whole school end-of-year Award ceremony. S6 pupils also work on transferring their profile into a definitive Record of Achievement which is also presented to them at the Awards

Screening	Pupils' initial question: I was given a choice and I had to make a responsible decision.	Young people's question:	Young adult's question:
Carer's involvement Assessment Options Autonomy Participation Involvement Responsibility	Adults - I have got involved in my community. On the 21st of February, we communicated! Good part in a whole school council about... Autonomy: Socially, I take care of a few people. Involvement: My parents are involved in the school. On the 21st of February, I helped out in the Housekeeping Academy Opening.	Autonomy	Autonomy
	Pupil Concern: I am not interested in life as it stands now.	Pupil Concern: I am not interested in life as it stands now.	Pupil Concern: I am not interested in life as it stands now.
	Specific question: I like the fact that I can really make up my own mind with others. They add me to a committee to make a decision.	Specific question: I like the fact that I can really make up my own mind with others. They add me to a committee to make a decision.	Specific question: I like the fact that I can really make up my own mind with others. Learning Profile: reasons for different interests. Autonomy: Autonomy.

ceremony. The profiles allow us to discuss activities that young people participate in outside of school and develop a more comprehensive picture of each young person.

Profiles have been linked to GIRFEC and allow staff an opportunity to develop positive relationships with all young people.

CES Expectation 3

“through professional learning and having access to up-to-date resources, develop and maintain an awareness of the opportunities in the labour market and the attributes and skills needed to take advantage of these”

Example of good practice in this area

As part of the on-going developments within the Enterprise Academy at Parkhill, staff have been encouraged to develop their professional practice by engaging with business and community partners.

The Outdoor Education teacher has been working towards becoming an SVQ 1 Horticulture Assessor by working with Glasgow City Council Land and Environmental Services. This has raised his awareness of the components of the course as well as the assessment arrangements. It has also raised awareness of the opportunities and pathways available in this sector.



Another colleague has recently completed training at the Hilton Hotel learning about the everyday practice of a number of departments including Housekeeping and Front of House. By engaging with our key business partner in this way the teacher is better equipped to talk about the activities and skills required to work in a hotel. This has allowed her to deliver the Introduction to Hotel Skills course which was created as part of the suite of courses available in the Enterprise Academy.

This work is supported by termly 16+ meetings and a Calendar of Activities that identifies Career Education activities for the school. Through robust planning with partners the school is able to secure the best outcomes for learners and positive and sustained destinations for leavers.

CES Expectation 4

“relate relevant learning experiences and skills development to the labour market and employment opportunities including entrepreneurship and self-employment”

Example of good practice in this area

In February 2016 the school began planning towards creating the now established Enterprise Academy. The authority had tasked the school with creating a vocational area with 3 key areas. A large part of this work involved research and partnership working with Skills Development Scotland and the local authority. A working party was created of key Leadership staff, the school's Careers Advisor and link staff from the local authority.

The group looked at a number of documents and legislation including:

- Building the Curriculum 4: Skills for Learning, skills for life and skills for work (2009)
- The Career and Work Placement Standards (2015)
- Education Working for All (2014)

The working party concluded that the 3 key areas that the Enterprise Academy would focus on were:

1. Hospitality including hotel and front of house skills



2. Administration skills and customer service skills
3. Horticulture

The working group concluded that these 3 areas provided clear pathways for young people with Additional Support Needs to progress into positive and sustained destinations. Industry visits to business partners as well as other activities within the school calendar support young people to succeed in these pathways.

CES Expectation 5

“develop children and young people’s understanding of the responsibilities and duties placed on employees and employers”

Example of good practice in this area



The school identified the new Culinary Ability Award as an ideal qualification to be presented in the newly built professional kitchen as it offered young people the opportunity to develop realistic skills and knowledge in a real-life context. Young people are encouraged to arrive early to get changed into their uniforms and to prepare to start the lesson.

The course focuses on a number of key practical skills and activities that are intrinsic to working in a real kitchen with the focus being on young people working together in different roles within the kitchen under the instruction of a visiting chef from City of Glasgow College. Furthermore, the course allows young people to achieve REHIS Food Hygiene qualifications.

At a partnership meeting with Hilton Glasgow they expressed their enthusiasm for the course as they felt it



addressed a number of the issues that young people who begin in their kitchen positions. This course helps young people to understand the responsibilities and duties of employers and employees.

Parkhill's PopUp kitchen helps support this course by offering opportunities for young people to set up and deliver events to invited guests.

CES Expectation 6

“make use of relevant digital and online resources, in particular My World of Work”

Example of good practice in this area

Parkhill Secondary School and the Enterprise Academy make strong use of social media. Both staff and young people understand the importance of social media as a modern day communication method and a leading tool for the business community. Business partners and relevant other organisations are included in social media posts. Young people are encouraged to use social media as a way of keeping up with wider business community information and as a way to look for employment opportunities. Senior pupils in English classes are able to work towards Media Studies units focusing on the use of social media and media content. Staff are signed up to relevant newsletters and bulletins that cover career education in its widest form, for example DYW, Education Scotland and SDS.



Parkhill Secondary
@Parkhill375

Our pupils are tweeting about what they do in the [@EnterAcadPark #parkhillsec](#)

Enterprise Academy @EnterAcadPark

In admin we have been doing spreadsheets and word processing #computers
#parkhillsec @Parkhill375 @GKCollege

6:40 am - 28 Sep 2017

2 Likes



Tweet your reply

CES Expectation 7

“encourage diverse thinking in children and young people to consider a broader view of subject choices, career options and job opportunities”

Example of good practice in this area

Outdoor Education has been an important element of the curriculum at Parkhill for several years and has a dedicated teacher who specialises in Horticulture and maintaining the school garden and grounds. From S1 young people have the opportunity to develop their skills in this area. Outdoor education allows young people in the Broad General Education to develop an interest in and to take pride in their own environment. Outdoor Learning is not restricted to this department and many other departments involve young people in outdoor leaning experiences such as industry visits, horse riding and trips to areas of local interest.

Within the last year young people and parents requested drama be included on the timetable and this was implemented in BGE classes. By diversifying the curriculum in this way it allows young people to achieve and experience learning in new and different contexts. Furthermore, by personalising their learning and listening to the views of all partners and stakeholders the curriculum reflects their interests and ensures learners are more engaged with young people becoming more confident, resilient and optimistic in their outlook.



CES Expectation 8

“facilitate young people’s learning and their ability to engage with a rapidly developing landscape of work/career and learning opportunities”

Example of good practice in this area

Parkhill are involved with a range of partnerships including a key business partnership with the Hilton Hotel as well as a link school in Nuremberg, Germany. During the planning for the initial visits for each school in the international partnership it became clear that a key learning activity should be industry visits to the Hilton Hotel in Glasgow as well as Nuremberg as this would meet key learning objectives of the visits.

The two schools engaged in developing learning activities which would support the industry visits. The 2 visits were hugely beneficial for the young people and staff and allowed them to compare the differences between the hotels in terms of location, clientele and size. It also allowed the young people to understand the importance of transferable skills within the industry as well as the different expectations of each hotel.



CES Expectation 9

“further develop links with employers, work-based learning pathways, work placements and a wide choice of options in the senior phase of education, with appropriate support from DYW Regional Groups, Skills Development Scotland (SDS) and local authorities”

Example of good practice in this area

Over the last few years the school has moved from the traditional S4 one-week work experience towards a more flexible, individualised work experience model. In S6, young people who have focused on a particular area they would like to move in to are given the opportunity to further develop this through long term, rolling work experiences.



Case Study:

Two young people in S6 are both studying towards the Introduction to Hotel Skills course and Culinary Ability courses in the Enterprise Academy. Brief informal discussions revealed both would be interested in long term rolling work placements at the Hilton Hotel. The Principal Teacher responsible held discussions with the hotel, parents and school staff to ensure all stakeholders understood the learning objectives for the young people.

The work placement is supported by ENABLE who assisted with travel training and who make informal visits on a regular basis. The Principal Teacher gathers informal reports from the young people, their line managers and ENABLE. Young people will also use their work experience to gain accreditation of the new work placement unit and contribution to wider group awards.



CES Expectation 10

“take account of individual needs when planning to support children and young people with career information and guidance (CIAG) and draw on the expertise and support of partners as appropriate”

Example of good practice in this area

Within Parkhill we use a wide range of information and partnership working to plan and support young people in their learning and to plan for their future. 16+ meetings allow partners to share information as well as to plan cohesively for the future.

Monthly Pupil Update meetings ensure staff are aware of the individual needs of every young person in the school and any changes in

circumstance. Key teachers discuss targets with young people based on the Glasgow Wellbeing Motivational Tool (GWMT) and work with young people on a weekly basis to update profiles. Annual review meetings for every young person ensure that individual needs are discussed with staff, parents and young people. Year Heads write Wellbeing Assessment Plans for every young person, using targets discussed with young people during the GWMT interview.

Recently, a newly formed Monitoring Impact working group has been established to evaluate the impact of the Enterprise Academy in a variety of ways. In partnership with Ed Psych services the group have decided to monitor the resilience and self-esteem of young people involved with the Enterprise Academy through use of BIOS (Behavioural Indicators of Self-esteem).

Areas for development:

- To develop strategies to allow Young People with communication needs to be able to discuss their skills development and futures more fully with staff, parents and other partners.
- To develop staff knowledge of Career Education Standards and related areas, e.g. DYW, LMI in order to better implement CES across all subjects and year groups.
- To further develop media and technology, most specifically My World of Work in partnership with relevant agencies.
- On-going review of the implementation of CES

Contact details:

For more information please contact Mrs A. MacLean (Headteacher) or Mr L. Pepin (Principal Teacher) on 0141 554 2765 or headteacher@parkhill-sec.glasgow.sch.uk