

**Developing the Young Workforce - Interesting Practice in Skills (3-18) exemplar:**

**Craigroyston Community High School: Helping young people to realise their career aspirations**

The following document provides a brief summary of the key elements of this project.

**1. Introduction**

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| **Establishment** | Craigroyston Community High School |
| **Contact name and details** | Gib McMillan, Depute Head Teacher, Craigroyston High School, Pennywell Road, Edinburgh, EH4 4NL |
| **About the establishment/ programme** | Establishment:  Craigroyston High School is a non-denominational school serving the areas of North West Edinburgh. Our current roll is around 500 pupils. Around three quarters of our learners come from the most deprived areas according to the Scottish Index of Multiple Deprivation categorisation.  Around one quarter of our pupil body have additional support needs (including Looked After Children/Looked After and Accommodated Children, young carers) and over 10% are classified as English as Additional Language students.  Programme:  Senior phase pre-apprenticeship and pre-employment school programme. |
| **Main tags (please delete / add)** | Secondary,  Employability  Employer engagement  Training provider  3rd sector  Equalities and inclusion  Parents  Senior phase  Career Management Skills |

**2. Current developments:**

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| **What are you doing just now?** | As part of the senior phase course choice, students can select to work in industry towards a full time modern apprenticeship or employment. Students have to apply and be interviewed as part of the initial process. Their employment is guaranteed, by the business, after a successful completion of the school session.  Students opt into this as one of their subject choices and work towards recognised industry qualifications alongside their SQA achievements. |
| **How was this done?** | Craigroyston High School engaged businesses through a collegiate approach. Examples include using businesses already associated to the school and community, networking evenings, recommendations from staff and stakeholders etc.  Students are given this as a choice in their timetable equivalent to other subjects. Priority is given to be timetabled in the afternoon 2 days per week.  Students are also timetabled for 2 periods per week with our DYW co-ordinator (and other staff) to work towards other qualifications including SQA.  Students apply and are interviewed by the businesses and a staff member for the place.  Continued extended support is given by the school to ensure an effective completion of the course towards their employment/career. |
| **What is the (intended) impact of your initiative/programme?** | To increase sustained positive destinations for all learners in our school community.  To increase employment opportunities for our students using our associated business partners.  To provide equality and equity for all learners.  Businesses seek to engage and sustain employees. Historically businesses lose younger staff only to try to replace them. This provides a yearlong introduction with support measures in place to prevent drop out. |
| **What have you learnt from your journey so far** | Businesses are proactive, supportive and actively keen to be involved in schools.  The pre-apprenticeship/employment courses are of a mutual benefit to all.  All parties associated to this are extremely positive for example:   * 1 pupil at University has their modern apprenticeship position on hold * LAC students are in sustained destinations on their apprenticeships * Students are motivated to enquire about modern apprenticeships. 1 pupil has sought their own * Family unemployment cycle has been broken * Parent/carer engagement has increased significantly * This has benefit to all abilities of learners * Staff have a better understanding of necessary skills needed beyond school   We have now embraced employability with S2/S3 joint classes where businesses are equally involved in teaching within the broad general education.  A great way to ensure all students have an effective pathway to stay on at school until the end of S6. |
| **Best piece of advice** | This has been built on relationships and trust between all stakeholders.  Schools need to be prepared to think like businesses.  Be prepared to consider this for all abilities .  Use people you know already e.g. parent council etc.  Build slowly for sustainability. |
| **Wider DYW context?** | Businesses are now connected to the totality of the school e.g. mentoring, part time jobs, CV writing, interview skills… |
| **Partnerships** | A wide range of businesses and third sector organisations. |
| **Standards and guidance materials** | Did you use any of the following documents in preparation or alongside the development of this project:  Yes to all as guidance.  [Career Education Standard](http://www.educationscotland.gov.uk/Images/CareerEducationStandard0915_tcm4-869208.pdf)  [Work Placements Standard](http://www.educationscotland.gov.uk/Images/WorkPlacementStandard0915_tcm4-870517.pdf)  [School/Employer Partnership Guidance](http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/dyw/schoolemployerpartnerships/index.asp) |
| **Watch this space!** | Link with our primary colleagues to ensure a 3-18 approach to employability for our local community. |
| **Quotation(s)** | “What started as an aspirational vision has been delivered: our pupils now have a clearly signposted and supported route into full time employment.  This has been realised by effective partnership working, empowering staff at every level to lead, the superb (and never ending!) support of our business partners and putting the young person at the centre of our curricular planning.  Please feel free to contact me if you would like to discuss setting up a similar approach in your own school.” Steve Ross, Headteacher.  *“*I am in an apprenticeship I would never have known about or applied for. I have a **career** in a brilliant company.” Pre apprenticeship graduate 2016. |

**3. Added value**

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