



Winstanley College
EXCELLENCE SUPPORT INSPIRATION



STATEMENT FROM WIGAN COLLEGES

Building on a long tradition of working in partnership, the Wigan colleges work together to ensure that we co-ordinate our work to offer high quality education and training to the young people of our borough which addresses the skills needs of employers locally, regionally, and nationally at all levels. Through this active collaboration and sharing of curriculum planning, we aim to ensure that we work successfully together and with Wigan Council in the delivery of the Wigan Economic Strategy and Greater Manchester LSIP.

Louise Tipping

Anna Dawe

Peter McGhee

Principal, Winstanley College

Principal, Wigan & Leigh College

Principal, St John Rigby College

STATEMENT/ ENDORSEMENT FROM WIGAN COUNCIL

We are delighted to be working in partnership with our colleges across the borough as they work to provide excellent education and training which enables the young people of Wigan to fulfil their potential. Through this active partnership working, which aims to build strong relationships with employers, institutes of higher education, schools and community partners, we are working together to address the skills needs of employers and drive socio-economic growth in our borough. Through our Economic Strategy we want to grow an economy that works for everyone, building on strengths and creating opportunities for all of our young people to thrive and grow. Wigan Council values the partnership that we have with all of our colleges in order to achieve this shared goal.

Cllr David Molyneux MBE
Leader, Wigan Council

ST JOHN RIGBY COLLEGE



PART 2 - THE ANNUAL ACCOUNTABILITY STATEMENT

2024-2025

STATEMENT OF PURPOSE

St John Rigby College is a Roman Catholic sixth form college established in 1972. The College is under the trusteeship of the Archdiocese of Liverpool and situated on a single campus four miles west of Wigan. The mission of the College is to meet the educational needs of students from its partnership high schools in Wigan, West Lancashire and Bolton. The College is a co-educational, open-access Sixth Form College and was the first Roman Catholic sixth form college to be established in England in 1972. It takes its name from, and is dedicated to, the memory of a local man who was martyred at Southwark in 1600. Central to the College's distinctive Catholic ethos are the values lived by St John Rigby: faith, courage, commitment, integrity and freedom. These values form the foundation of the College's mission. The mission informs the College's educational philosophy.

The College is dedicated to the education and development of the whole person and supporting all students to realise their full potential. As an outstanding learning organisation SJR will have a strong sense of purpose and a commitment to shared values within a Christian community. We will establish a unique, safe and challenging environment where every individual is valued, talents are recognised and nurtured, achievements are celebrated, and dedication is rewarded. To achieve this as a community we will:

- Welcome all students who are happy to be educated within a Christian environment
- Value the uniqueness and dignity of each individual
- Deliver the highest standards of teaching and learning
- All show a commitment to our work, to the Christian values of the College and to the safety of all in our community
- Provide equality of opportunity, with mutual respect and positive encouragement
- Build and further develop local, national and international partnerships

The College has a strong sense of civic leadership responsibility and the College's Strategic Plan sets out 6 clear objectives:

1. To embed a learning culture which meets the needs of all students and, in doing so, improves the standards of student achievement, raises aspirations and promotes excellence across the full range of the College curriculum. In addition to providing a safe environment, we will focus on three key areas of outcomes for learners:
 - i. *Establishing consistently high outcomes across all courses*
 - ii. *Raising student achievement rates and challenging all courses to exceed Sixth Form College national benchmarks*
 - iii. *Establishing a consistently high 'progress score' for all courses.*
2. To increase student recruitment and widen student participation, in partnership with other providers, through the offer of a comprehensive range of high quality courses that meet the needs of our students and support developments and provision within partner high schools.
3. To work collaboratively with groups within the College's local and extended community.
4. To further develop the estate to provide an outstanding, safe learning environment for the whole College community.
5. To sustain a culture where all staff are committed to SJR's core values, where continuous professional development is encouraged and organisational efficiency and effectiveness are achieved.
6. To maintain the College's financial stability in order to implement the College Development Plan.

The College has a clear vision for its curriculum offer and aims to provide an inclusive curriculum that enables students from a wide range of backgrounds and levels of prior attainment access to courses that are enjoyable, challenging and result in progression to positive and sustained destinations.

The College has the highest of ambition for each student. This is captured in the College’s Teaching, Learning and Assessment Framework which states ‘there is no ceiling to achievement’.

All curriculum areas embed skills development and employability readiness into schemes of work and enable students to grow in confidence in written and verbal communication, oracy, and numeracy. It is the aim of the College that the curriculum best prepares students academically and personally for their next steps, be that employment, technical study, higher education or apprenticeships.

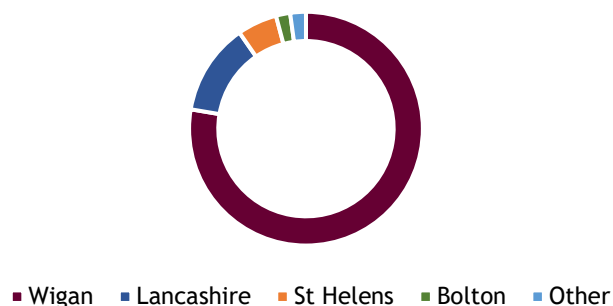
CONTEXT AND PLACE

Wigan is a large borough within Greater Manchester with 31 secondary schools in the area (13 maintained schools, 10 academies, 1 independent school and 7 special schools). Wigan is below the national Progress 8 performance figure and there remains considerable variation between mainstream Wigan schools in these measures. At post-16, students can choose from St John Rigby College, a large FE College, a selective sixth form college and two high schools with sixth forms. The College’s inclusive curriculum offer enables students the opportunity to study courses they might not be able to at the more selective sixth form college.

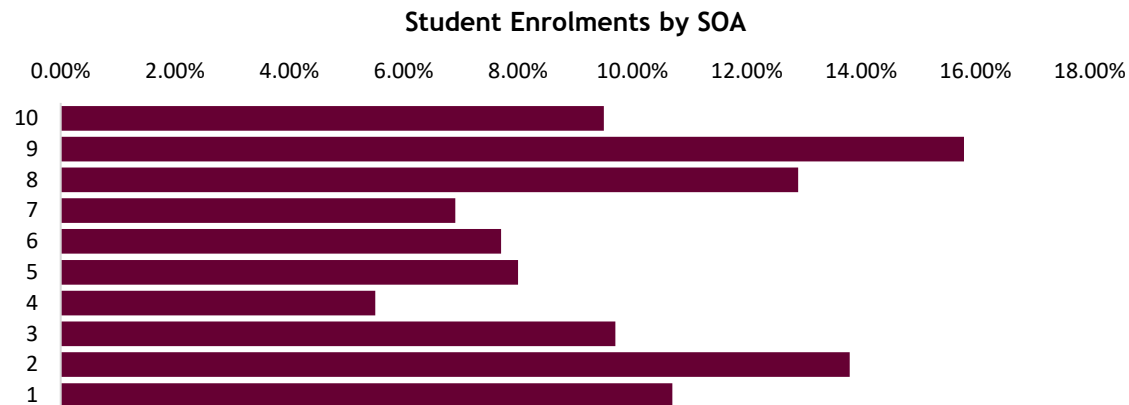
Each year there are typically over 1400 full time students enrolled in College, the large majority of these students are following programmes greater than or equal to 580 hours.

For 2023-24, 55.3% of students are female and 88.8% of students have declared their ethnicity as White British. The College has a more diverse population than that of the Borough of Wigan which has a population record of 91.8% for White British in the last published ONS Census for 2021. The majority of the student population reside in Wigan, with a small number living in West Lancashire and a very small minority of students who reside in St Helens and Bolton.

Enrolment by Geographic Area



In 2023-24, 34.2% of students in College come from the 30% most deprived Super Output Areas (SOA) in the UK (using the overall ranking of IMD). The percentages of students at College from the most deprived Super Output Areas (SOA) are given below:



Wigan suffers from pockets of high deprivation, being ranked the 18th (from a total of 32,844 Lower-layer Super Output Areas) most deprived district in the country according to the Government’s English Indices of Deprivation (2019) for employment and income.

The College has a broad and inclusive curriculum comprising:

- 27 A Level subjects
- 15 Vocational Level 3 programmes
- 4 T Level programmes
- 5 BTEC Level 2 programmes
- 2 GCSE resits (Mathematics and English)
- 1 BTEC Level 1 programme
- 17 Career Academy Programmes (Career focussed courses)
- A wide range of recreational and subject based enrichment opportunities

All students in College receive a weekly tutorial with their Progress Tutor and follow the College’s Values for Living programme which provides an opportunity for students to explore a wide range of topics including: the world around; moral and ethical issues; the choices we make in life - while also challenging students to reflect on their own faith and beliefs.

APPROACH TO DEVELOPING THE ANNUAL STATEMENT

The College has used the Greater Manchester Local Skills Improvement Plan (May 2023) to identify key priorities included in this annual accountability statement.

The College understands the role it has in the Wigan context and seeks to ensure that the curriculum offer aligns to the Local Authority’s Employment and Skills Strategy for Wigan for 2020-2030.

A large part of the decision-making process around our curriculum offer is driven by national intelligence about curriculum routes for 16-18-year-olds as guided by the Sixth Form College Association and with strong consideration of the changing curriculum landscape led by the Department for Education. This is all complemented by direct involvement of and interaction with students, parents/carers, local high schools, universities and local employers.

The College works with key external stakeholders including Wigan Council, the DfE regional officers, employers (particularly for T Level, Applied General and Career Academy pathways), numerous universities, local College Principals, local high school Head Teachers, Heads of Year and local School Careers Advisors.

CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES

In response to local skills needs, the College aims to create and maintain a close relationship between the curriculum and the world of work. The curriculum is planned and taught to ensure that all students have a meaningful encounter with an employer, alongside where practically possible work experience opportunities, and have the necessary skills to make informed and successful applications to employment, training and higher education.

The College understands the part it plays in contributing to Greater Manchester's Frontier and Foundational sectors. Over 80% of students enrolled in College are from the Wigan borough and the College uses local Labour Market Information as well as intelligence provided by partner high schools and feedback from prospective students and their parents/carers in ensuring the curriculum offer is pre-emptively responsive.

According to Labour Market Information data at a local level, the main growth sectors across Greater Manchester are Business and Logistics, Construction, Health and Social Care, Manufacturing, Digital and Creative, Retail, Hospitality and Low Carbon as we move forward towards a greener economy. These growth areas are also reflected at a National Level, with growth also expected in Education, Civil Service, Logistics and Engineering.

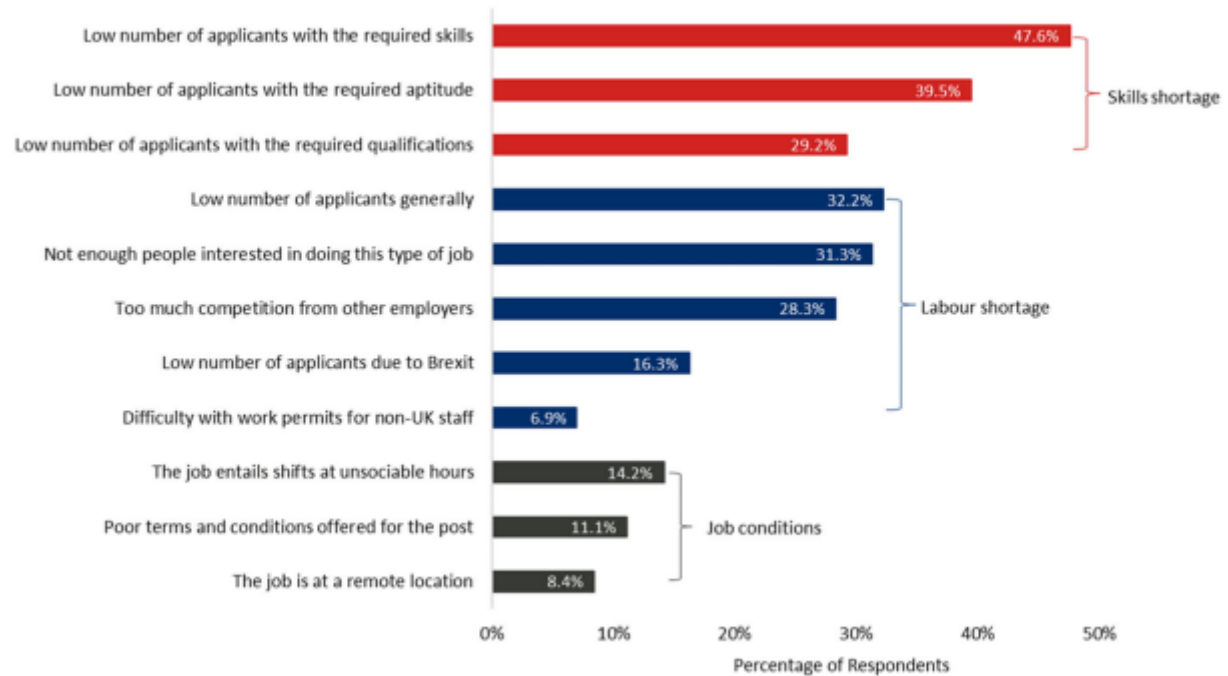
Leaders review the College's curriculum offer annually to ensure it meets the interests and needs of students, employers, higher education providers and the local, regional and national economy. In recent years new courses have been added to the College's curriculum offer and include new Vocational, A Level and Technical courses. All new courses recently introduced at the College are in areas of growth in the Greater Manchester area.

The Local Authority's Employment and Skills Strategy for Wigan for 2020-2030 highlights the main priorities for the Wigan area and this strategy has also helped direct our curriculum intent to include:

- Developing higher skills for professional routes, including those requiring HE study
- Creating more connections to employers and local businesses
- Fostering an appetite for entrepreneurialism
- Raising aspirations so young people aspire to enter higher level careers and thus improve social mobility
- Fostering a culture of 'learning for life' through the development of transferable skills
- Offering a broad and balanced curriculum and supporting the need for progression into high value sectors such as Digital and Engineering
- Developing further functional skills in numeracy, literacy and digital
- Removing barriers to Apprenticeships
- Providing high quality Careers Education, Information, Advice and Guidance which enables students to see career relevance in their courses, helping us to tailor support, guidance and skills development.

Aim/Action for 2024-2025	Implementation and Contribution to National, Regional and Local Priorities for Learning and Skills
<p>To make good use of the LSIP to help shape the College Curriculum in the short-, medium- and long-term future</p>	<p>The College has a clear strategic plan, developed in consultation with stakeholders of the College. We ensure that the strategic plan is aligned to local, regional and national needs.</p> <p>The College will continue to engage with Greater Manchester Chamber of Commerce (Greater Manchester’s Employer Representative Body) in the implementation and delivery of the Local Skills Improvement Plan (LSIP) to ensure that the College curriculum offer is meeting local and regional skills needs.</p> <p>To support growth Greater Manchester Chamber of Commerce (GMCC) has identified the following 7 key sectors based on: evidence from local authority growth plans, the 4 GM frontier sectors identified in the GM LIS and those sectors identified to have growth potential vital to Greater Manchester:</p> <ol style="list-style-type: none"> 1. Manufacturing and Engineering - a key growth area in the Wigan and Bolton growth corridor and will build further on the Logistics North site and the logistics park in Wigan 2. Financial and Professional 3. Digital and Technology - across all 10 boroughs, new hubs and clusters are being developed to ensure the sector’s current growth continues. In the GM Digital Blueprint 2023-2026 it is predicted employee numbers in digital roles will reach 95,000 and GVA for digital, data and technology will reach £7bn by 2029 4. Creative, Culture and Sport 5. Construction and Green Economy - in Wigan and Bolton there are 12,000 new homes to be built and significant upgrades to existing infrastructure including a new mainline station in Golborne 6. Education and Early Years - there are significant shortages in trained teachers in STEM, English and Digital (all key to the proposed MBacc) as regards early years provision over the next 3 years there may be an increase in demand responding to the new childcare entitlements announced in the Spring Budget 2023 7. Health and Social Care - new technologies, new applications and techniques are being developed as part of a major focus on life and health sciences in GM. <p>Data gathered from the LSIP survey and interviews with employers reveal that many employers are struggling to find individuals with the specific skills and qualifications required for certain roles. Skill shortages are particularly prevalent in sectors that demand highly specialised or technical skills, such as healthcare, digital and technology, manufacturing and construction. The following table breaks down employers’ answers to the survey questions posed on recruitment issues:</p>

Reasons for Recruitment Difficulties



In the Greater Manchester LSIP baseline report, 71% of businesses in Wigan have reported recruitment difficulties and Wigan has the third highest level of recruitment problems in Greater Manchester. In Wigan difficulties revolve around 'skilled and technical' (42.4%) and 'professional/managerial roles' (30.4%). 'Specialist skills/knowledge to perform the role' is the most difficult technical skill to find in candidates with 43% of respondents reporting this. In second and third are 'reading and understanding operating instructions' (27.8%) and 'knowledge of products/services offered by their organisation' (26.6%).

Regarding soft skills in Wigan, 'ability to manage own time and prioritise tasks' (45.6%), 'managing own feelings or the feelings of others' (26.6%) and 'team working' (25.3%) are the hardest to get from candidates. Employers in Wigan require 'reading and understanding of operating instructions' and 'team working' in higher proportions than the overall Greater Manchester average.

The training area in Wigan of greatest interest is 'basic functional skills for business' 27.7%. This is followed by 'soft skills' (25.2%), 'customer service' (23.9%) and 'digital marketing' (20.6%).

For St John Rigby College, key priorities in response to the GM LSIP and in particular, Wigan's growth priorities will aim to have a positive contribution on the following:

- **Soft skills** - those skills that an employee needs outside of those specific ‘technical’ skills to do the job. For many employers this means attitude and aptitude as well as more basic work requirements such as presentation skills, setting objectives and time management.
- **Digital skills** - whilst there is existing awareness of shortages of high-level ‘technical’ digital skills - including software developers and coders, it has become increasingly clear that there are significant gaps in digital skills at all levels and across all sectors. Basic functional skills such as being able to use office applications or operate digitally controlled machinery and equipment, are lacking and these have become and will be increasingly fundamental for all job roles in the future.
- **Net Zero** - Whilst there has been a steady growth in net zero related training and courses across GM, overall the evidence is that this will need to be significantly stepped up over the next few years to ensure targets are met - in GM the accelerated net zero target date is 2038. Fully effective deployment of net zero skills through the workforce will enable the unlocking of other activity that will further boost economic growth.
- **Leadership and management** - Many employers highlighted the lack of adequate leadership management and supervisory skills both in their existing workforce and when recruiting for specific roles. Cross referencing with many of the ‘soft skills’ gaps highlighted, skill sets around time management, presentation skills and managing/motivating staff are missing in new recruits and existing staff.
- **Essential skills for work** - The level of satisfactory literacy and numeracy levels coming into post 16 education is still a significant issue for many FE providers with a huge effort made and a lot of public money spent to ensure that shortfalls are made up. From our work with employers many still report issues around employees ability for example to write reports satisfactorily, writing good email communications to customers, basic numerical skills and a range of other work-related skill areas. Many employers see there being a set of essential work skills needed that takes core subjects such as Maths, English and Digital and a focus is made on the functional or application of these in a workplace setting.

Sector Priorities in Wigan:

- **Education** - STEM and Digital teaching, supporting Teaching and Learning
- **Health and Social Care** - Nursing and in particular Mental Health Nursing is an urgent priority area
- **Digital and Technology**- Cloud Computing, Data Analytics and Emerging Technologies including AI are all high priority
- **Professional Services** - Sales and Business Development are high priority areas

Strategic Priorities from the GM LSIP:

1. Basic IT/Digital Skills
2. Essential literacy, numeracy and digital skills
3. Leadership and Management
4. Net Zero/Sustainability
5. Basic, soft skills specific to the workplace

Whilst the above will not be immediately resolved solely by a new qualification or provision, and may in reality prove more difficult to address, the weight of evidence from employers show these to be of such a high level of concern that they cannot be ignored and as such the College will aim to plan in the longer term for its direct contribution to these priorities for the Wigan area and contributing more indirectly across the GM area too.

Because of their importance, long-term nature and far-reaching impact these Strategic Priorities form a framework around which sector-specific skills and training can be built and this work is being led by GMCC through a series of recommendations to which St John Rigby College will make a positive contribution:

- **Build a Strategic Priority Framework that supports occupation/sector specific training** - this will ensure that the long-standing and critical needs that employers have identified as critical skills gaps and shortages underpin all future technical/vocational training ensuring that both immediate technical skills needs are met and steps are taken to resolve deep-rooted and long standing skills issues.
- **Greater focus on technical and vocational skills and training for young people** - this will raise awareness of jobs and careers available. The announcement of the integrated technical city region and increased focus on the technical/vocational pathway and the ongoing conversation around this will establish a roadmap for how this will be delivered in GM taking advantage of the new Devolution Deal. It is important though that the other key issues that have been identified around broader but equally as important, non-technical skills shortages are not ignored. This also helps more young people from disadvantaged backgrounds to be included to help begin to break cycles of poverty.
- **Use economies of scale** - build on existing collaboration within the colleges and GMLPN to address GM wide issues such as the need for a basic set of essential work skills i.e. essential literacy, numeracy and digital/technology. This is not the sole responsibility of an individual college or provider but is a city region wide issue that could be tackled better with a collaborative approach to bring resource efficiencies and a level of consistency that will help employers. This should be considered as a way to resolve issues identified under the 5 strategic priorities.
- **Ensure that the local elements of the LSIP remain an integral part of the work** - this will build on the work done to build up a clear and detailed picture of current demand and provision. Whilst the top level of activity will be at a GM level it is important that, operationally, the ability for the College to have a clear overview of what is happening in our local labour market is critical.
- **Employers need to be more aware of existing provision and access points into it** - this will be an ongoing element of work to fully maximise the range of opportunities on offer and guide employers to these, where applicable and suitable, as a first option. Current activity is inconsistent and can appear piecemeal often delivered on the back of a national campaign - better, more localised activity matched to need is required. There must be a concerted effort to link employers with providers to ensure that awareness of current provision is up to date taking in established options such as Apprenticeships and 'newer' options such as T Levels and a range of shorter course options around HTQs.
- **Expand involvement and engagement between employers and education** - some of this is being delivered successfully but it needs to be done at a significantly greater scale and involve the ability of providers to utilise the knowledge and skills of employers and their workforces to ensure course content is up to date and relevant and that curricula match immediate and future needs and changes in technology and methods. The GM IoT offers a way for curriculum development that blends industry needs and priorities to provision. Greater use of on-site training should be considered to give 'real world' experience where possible. Whilst T Levels offer practical experience and work placements relevant to courses there will be supplemental areas of training that this type of activity could address effectively.
- **Significant uplift in the way that careers advice and guidance is given** - through a greater use of employers and employees within education to help set out careers, opportunities and rewards to ensure that sectors facing difficulties in recruitment through labour shortages or 'image' start to tackle these issues for young people. It is important that college has the support of employers.

Delivering the LSIP Priorities - Key Actions

1.DELIVER CLEAR STRUCTURED ACTIVITY FOR PRIORITY SECTOR QUALIFICATIONS AND CURRICULUM PLANNING THAT INCLUDES THE 5 STRATEGIC PRIORITIES

Drill down to confirm and identify provision, qualifications and other non-qualification based training such as Bootcamps to establish where gaps exist and, more importantly, persist. Link with existing activity such as HTQs in Construction to make sure that this is part of the overall delivery activity in GM matches employers needs and promote expansion if required. Ensure the 5 Strategic Priorities are included within this work to act as a wraparound series of activities to address long standing, high demand, critical skill shortages.

2.SUPPORT AND ADVISE ON THE DEVELOPMENT OF THE INTEGRATED SKILLS SYSTEM

Feed in employer needs and supporting data to maximise the opportunities from the new Devolution Deal and set up new ways of delivering technical skills training in GM. This needs to ensure that GMCC as the Designated ERB - on behalf of GM businesses -plays an integral role within the structure and, where required, can effectively 'sign off' or support LSIF funded projects as per the Devolution Deal.

3.PLAN AND DELIVER SKILLS ACTIVITY TO SUPPORT DEVELOPMENT OF GM GROWTH AND INVESTMENT ZONES

These zones have been identified and a good picture exists of current and planned provision but it is vital that skills delivery and ongoing identification of demand is embedded in the new opportunities coming out of these areas that are vital for GM's future growth. Ensure that businesses within these zones are fully aware and engaged in activity.

4.INCREASE AND IMPROVE EMPLOYER ENGAGEMENT WITH PROVIDERS

Build on existing, strong activity at a local level between Providers and Employer Boards/Groups. Support development of groups identified, where needed, to assist with the GM Integrated Skills System and continued development of the overall GM LSIP to ensure ongoing demand and needs are met.

5. COLLECT DATA AND SKILLS INTELLIGENCE- SURVEY, RESEARCH AND ANALYSIS REALTIME ALL THE TIME - THAT ACCURATELY PRESENTS DEMAND AND SUPPLY

Ongoing 'continuous' collection of data and intelligence from employers and providers to help ensure that existing analysis is still correct and that the work can react to the volatility of the labour market. This can and should be linked with existing employer engagement through providers. This model worked effectively during Stage 1.

6.DELIVER AN EFFECTIVE COMMUNICATIONS PLAN AND REPORTING MECHANISM FOR SKILLS ACTIVITY FEEDING INTO AND OUT FROM THE LSIP

	<p>Take forward and enhance the model used in Stage 1 around communications to ensure that LSIP results and activity are communicated effectively to a wide audience across GM. This will also integrate with regular review processes to ensure that the LSIP is on track and changes in emphasis/focus are taking effect. Success with this should encourage greater engagement going forward by employers and others who may not have been involved with Stage 1 work.</p>	
<p>To continue to provide outstanding inclusive education which enables comprehensive skill development across all courses including Technical, Vocational and A Level courses</p>	<p>The curriculum consists of appropriate academic, technical and vocational qualifications at a range of levels. The Level 1 programme enables students to access vocational learning in a sixth form environment alongside development of skills for life and work. The Level 2 Transition programme affords students the opportunity to resit valuable GCSEs in Maths and English alongside developing their qualifications, self-confidence and maturity ahead of progressing to study a Level 3 Applied General programme, a T Level programme, an Apprenticeship or to go directly into employment with training. In partnership with the Local Authority there are a small number of students following a Supported Internship Programme, enabling them to progress to appropriate employment beyond College. Most students in College follow Level 3 programmes of study to enable their next step of progression.</p> <p>The College offers a number of ‘Career Academy’ programmes which add depth to the curriculum offer. Students opting to engage with a Career Academy undertake this alongside their main programme. Career Academy programmes facilitate project based and work-related experiences on specific ‘future’ career routes. Through the Career Academy Programme, close relationships with industry experts not only develop students knowledge and understanding but help to upskill teaching staff and provide employers with an awareness of educational language and assessment. This approach to contextualising learning has yielded significant success for these students.</p> <p>The College ensures that early university applicant students and those on the Honours Academy Programme are suitably supported through an extensive programme of experiences, skills development and support. The Gifted Student Programme forms the core of the Honours Academy experience. All Honours Academy students complete the Gifted Student Programme during Year 12. In addition, they can select from the following to personalise their Honours Academy experience: Debate Society; Advanced Mathematics and any Career Academy. In Year 13, Honours Academy students receive a continued tailored support package which develops critical and high order skills as they make their applications and prepare for university interviews and admission tests.</p> <p>The College continues to value learning outside of the classroom very highly. The College engages with a range of guest speakers throughout the year to ensure students benefit from connections to industry, working professionals and specialists.</p> <p>Each curriculum area is working with at least one external stakeholder to aid in the sequencing and design of the curriculum in ensuring that the development and contribution of sector relevant skills are planned for in curriculum delivery. This begins with the design of Year 10 events and school transition activities where there is a clear careers focus.</p> <p>The College supports progression by complementing its curriculum with opportunities for work experience. Many curriculum-based visits and visiting speakers take place to illustrate subject applications in the ‘real’ world and there is an equal emphasis on employment and apprenticeship opportunities as well as progression to HE within the careers guidance that students receive.</p> <p>Each curriculum department is required to run at least one careers-related event each academic year and provide one meaningful encounter with an employer for all students. Given this, students on a 3 A Level/mixed programme will have a minimum of three employer encounters</p>	

	<p>each year delivered through the curriculum. Students on a BTEC Extended Diploma will receive a minimum of two such encounters during their course. This allows students to see how their programme of study relates to a wide range of occupations and allows them to develop the skills needed for them to progress towards employment. During the meaningful encounter with an employer, the students are given the opportunity to ask questions that will be answered by the employer.</p> <p>The curriculum across College is extremely well planned and well taught as evidenced by our outstanding student outcomes. Students are challenged to develop high-level transferrable skills and these are mapped onto course schemes of work and include:</p> <ul style="list-style-type: none"> • Self-Management - readiness to accept responsibility, flexibility, time management, readiness to improve own performance • Career Pathways - encouraging the raising of aspirations and promoting access to subject specific career pathways • Team working - respecting others, coordinating, negotiating, persuading and contributing to discussions • Problem Solving - analysing facts and circumstances and applying creative thinking to develop solutions • Communication and Literacy - application of literacy and ability to produce clear, well-structured written work as well as oral literacy through listening, questioning, report writing and presenting, • Application of Numeracy - manipulation of numbers, general mathematical awareness and ability to apply to practical situations and scenarios • Application of Information technology - basic IT skills including familiarity with word processing, spreadsheets and file management as well as effective use of the internet and remote learning platforms including MS Teams. <p>Engagement with universities starts for the whole of Year 12 in January when a number of universities are invited in to meet with each tutor group during the week to introduce HE. We also interact with HE when universities come into College during the Autumn Term to help students with their UCAS applications and personal statements. Curriculum areas have each built up strong links with different universities. We are encouraging departments to have close links with more than one provider.</p> <p>Students who are part of the Honours Academy are involved in trips to Oxbridge and students on Careers Academies have interactions with subject specific facilities in universities. All Year 12 students take part in a HE Fair in the Spring Term and visits to universities in the Summer Term. In addition, there is an Apprenticeship and HE Information Evening for parents/carers in the Summer Term.</p>
<p>To continue to provide students with access to high quality information, advice and guidance as well as support for non-HE pathways including Apprenticeships and further technical study</p>	<p>Apprenticeship Club - This started in the summer of 2022 in recognition of the need to provide focused and specific careers advice and guidance for those seeking to move into employment and apprenticeships. Regular sessions run with some external input from employers and apprenticeship providers. The sessions focus on providing students with the skills and knowledge to successfully progress onto apprenticeships and include</p> <ul style="list-style-type: none"> • where and when students can search for and find apprenticeships • how to complete a successful application by identifying what employers are looking for • mock interviews - some of which take place in the employers' workplace • support in completing the application form and preparing for interview by identifying what the employer wants but also how to sell themselves. <p>The Apprenticeship Club has now started to be rolled out to the current Year 12 students and their completion of a careers survey at the end of Year 12 will also identify which students are currently considering progressing to apprenticeships.</p> <p>Careers Fair - The College organises two Careers Fairs each year, an Apprenticeship Fair and a HE Fair. The Apprenticeship Fair was moved to the autumn term last year in recognition that several large employers start advertising roles from October. All students are able to attend</p>

	<p>this event and we also run this event into the evening to enable parents/carers to also attend as we recognise the influence they have over their child's future career planning.</p> <p>Students at all levels benefit from the high-quality and unbiased careers information, advice and guidance they receive. In 2024 College was successful in its reassessment of the Matrix standard and maintained this quality standard award.</p> <p>The tutorial programme promotes opportunities for students to enhance their employability skills and the College hosts an annual Apprenticeship Fair and an annual Careers Lead Conference for all partner High School Careers Leads and local employer representatives.</p> <p>The College invests in a yearly subscription for all students to Unifrog and this platform is used throughout the students' journey, including when students complete their personal statements. Unifrog's Careers Library and Know How Library contain enormous amounts of information about the full range of careers pathways and progression routes available. Here, students can also access up-to-date national and local Labour Market Information, including the most popular jobs within a career area and median salaries for any area of the UK. Students can access videos on Unifrog to support them in meeting the needs of employers, including health and safety in the workplace, and how to behave in the workplace.</p> <p>Support for students seeking employment continues to be developed with differentiated careers sessions for all pre-level 3 tutor groups. One-to-one career interviews take place and the College has an independent and very pro-active Careers Advisor whose focus in the College is on students requiring progression pathways other than the traditional Higher Education route. The Careers Advisor communicates job opportunities, higher apprenticeships and degree packages to specific cohorts of students that have been identified. The College is aware that there is a growing demand for progression pathways other than higher education and the continued development of this work remains a key focus, as evidenced by the Apprenticeship Club.</p>
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<p>To continue to have key transferable skills development embedded into all curriculum and pastoral delivery</p>	<p>We recognise that, as a College with a high proportion of disadvantaged students, we have a clear duty to ensure our students are provided with the best possible opportunities to develop cultural capital, knowledge and key skills to enable them to be successful in their next steps. Our enrichment offer aims to enhance critical skills to support the development of the whole person, in line with our mission, and to meet the skills needs of employers. The range and organisation of these activities has been shaped by feedback from the Student Voice. Student feedback has resulted in a flexible approach with students being able to join activities throughout the year with “staggered” provision e.g., Duke of Edinburgh Award, An Introduction to Yoga, Film Club, Latin for Beginners, British Sign Language, a large and highly successful College production and the student run “open-mic” Thursday music and performing arts lunchtime concerts.</p> <p>The College’s Values for Living programme is studied by all students in College and is designed to support personal reflection and development so that students have an improved sense of self-esteem and self-worth. All students participate in the programme and it is structured to differentiate between Level 1, Level 2 and Level 3 students. It enables all students to explore their own faith and beliefs as well as those of others. The programme considers aspects such as equality, discrimination, healthy relationships, tolerance, forgiveness and other issues central to the College’s mission. It addresses current concerns including mental health, and moderate and extreme views within religion and politics. The programme also enables the development of some important transferrable skills including literacy, teamwork, communication, articulating opinions, empathy, debate and discussion and creativity.</p> <p>As part of the tutorial programme, students have tutorial sessions including: How to Study, e-learning, Unifrog, Reviews, CV Writing, Employability, Careers Fair Prep, Careers Fair, What’s My Vision? and Apply 2024 (Career Options, UCAS, Personal Statement, Work Experience), and weekly notices in the student SJR Weekly Newsletter which includes careers-based opportunities and Apprenticeships.</p> <p>Over the past few years, the College has developed its bespoke ‘ASPIRE’ programme for students. This programme is embedded into tutorial and curriculum schemes of work and aims to develop student confidence, independence and resilience alongside deepening understanding of successful study habits. The shared language provides a connection between curriculum and pastoral and provides a framework for skills development at sixth form:</p> <ul style="list-style-type: none"> • Attendance - We always ensure that in College there is a celebration and praise of positive attendance. We share with students the direct impact of absence on their achievement using College and national data. • Study Skills - The section on study skills provides College with the opportunity to share strategies and systems that students can put in place to help themselves to achieve. • Progress - Students are required to monitor and take responsibility for their own progress over time. • Independence - Here we develop students’ approach to their studies and independence is a skill that is developed over time. • Resilience -This section helps students to develop a growth mindset and also ensures that students fully utilise feedback and learn from mistakes in order to push on with improvements in progress. • Employability - Here we ensure that students understand the skills they are gaining which can be transferable to career pathways and that they have a good awareness of the different career opportunities available to them.
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SUPPORTING DOCUMENTATION

[College Website](#)

[GM LSIP](#)

[College Inspection Report](#)

GOVERNANCE STATEMENT

On behalf of St John Rigby College, it is hereby confirmed that the College plan as set out above reflects the agreed statement of purpose and aims and objectives as approved by the Full Governing Body at a meeting held on Thursday 4th July 2024.

This plan will be published on the College's website within three months of the start of the next Academic year and can be accessed via the College website's 'Policy' section.

GLOSSARY

GMLPN – Greater Manchester Learning Provider Network

GVA – Gross Value Added

GMCC – Greater Manchester Chamber of Commerce

HTQs – Higher Technical Qualifications

LSIP – Local Skills Improvement Plan

LSIF – Local Skills Improvement Fund

IoT – Internet of Things Technology

GMCA – Greater Manchester Combined Authority

ERB – Employer Representative Body