Summer Term
Headteacher Briefing

June 2017

Department of Children’s Services
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Speakers</th>
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<tr>
<td>07:45</td>
<td>Registration and Refreshments</td>
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<tr>
<td>08:00</td>
<td>Welcome</td>
<td>Judith Kirk, Deputy Director, Education, Employment and Skills</td>
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<tr>
<td>08:15</td>
<td>Recruitment and Retention Project</td>
<td>Sara Rawnsley, Recruitment and Retention Consultant, Peter Addison-Child, Project Manager</td>
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<tr>
<td>08:35</td>
<td>Travel Review</td>
<td>Jenny Cryer, Assistant Director Performance, Commissioning &amp; Partnerships</td>
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<tr>
<td>09:00</td>
<td>Safeguarding Events / Response to feedback Safeguarding queries</td>
<td>Alina Khan, Education Safeguarding Strategic Manager, Jim Hopkinson, Deputy Director, Social Care</td>
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<tr>
<td>09:15</td>
<td>SEND Transformation 0-25</td>
<td>Lynn Donohue, Angela Spencer-Brooke</td>
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<tr>
<td>09:35</td>
<td>Industrial Centres of Excellence (ICE) / Bradford Pathways</td>
<td>Judith Kirk, Phil Hunter, Deputy Director, Education, Employment and Skills</td>
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<tr>
<td>09:55</td>
<td>AOB</td>
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<td>10:00</td>
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</table>
Recruitment & Retention Project

Sara Rawnsley
Recruitment & Retention Strategy Manager

Peter Addison-Child, Project Manager,
Secondary Teacher, Northern Lights TSA
National & Local Picture

• Schools facing challenges in teacher recruitment and retention
• Year 15-16 Bradford 58% of primary schools and 63% of secondary schools were facing recruitment issues
• NUT survey of leadership group members carried out in March 2016 found that nearly three quarters (73%) of school leaders were experiencing difficulties in recruiting teachers
• National Initial Teacher Training (ITT) figures for 2016/17 show a decrease in the overall number of recruits compared with 2015/16, with only 93% of places being filled
• DfE figures show that in the 12 months to November 2015 (the most recent year for which statistics are available) over 50,000 qualified teachers in England left the state sector.
Figure 3. The proportion of teachers considering leaving has increased significantly.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Teachers considering leaving (%)</th>
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<tbody>
<tr>
<td>2014/15</td>
<td>17%  6%</td>
</tr>
<tr>
<td>2015/16</td>
<td>25%  11%</td>
</tr>
<tr>
<td></td>
<td>25%  14%</td>
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<tr>
<td></td>
<td>23%  12%</td>
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- Blue: Proportion considering leaving teaching
- Yellow: Proportion considering leaving teaching, with a destination in mind

Source: NFER Teacher Voice
Figure 2. More teachers are needed to meet future demand

Index number of teachers/pupils (100 = 2005 level)

Year

Note vertical axis does not start at zero.

Sources: School Workforce Census and National Pupil Projections.
Recruitment actions to date

- Development of relationships with ITT partners
- Primary & special bus tours
- Journey to First teaching post workshops
- Bradford Talent bank
- ‘Pass on’ candidates
- Commissioned Northern Lights TSA to lead on secondary
- Developed career continuum of training for all levels including Executive headship.
- Exploring apprenticeship to teaching
Recruitment: How you can help...

- Work with a variety of ITT partners
- Actively ‘pass on’ suitable candidates
- Audit and support the development of suitable support staff into teaching
- Actively ‘sell’ your school eg. Recruitment events
- Develop a career path structure – ‘one in waiting’ strategy/ CPD
- Health & well being packages
Bradford Retention

- Bradford teacher workforce comprised 5,929 teachers, including classroom teachers and those on leadership scales.
- Analysis of 2015/16 for 138 schools (3,289 teachers) - data December 2016; 12 schools provided a Nil Return & 126 schools reported 485 teachers leaving.
- Number of teachers leaving the profession, from those schools who shared data, 216, i.e. 6.6% of the 3,289 teachers:
  - Gender: 73% Female/ 27% male
  - Age: 11% under 25
    - 40% 26-35
    - 25% 36-45
    - 13% 46-55
    - 11% over 55
Bradford Retention Project

• Overview of project - Dr George Madine
Bradford Retention Project

National wastage rates are about 10.6%, Bradford is about 14.7%

Key questions are:

- Why is Bradford higher than the UK average?
- Who leaves?
- When do they leave?
- What do they leave?
- Why do they leave?
Bradford Retention Project

• Start at the very beginning - SCITTs
• NQTs and RQTs – early career support
• School based factors that are specific to classroom teachers, mid and senior managers and deputy head and heads
• Personal factors, specifically increasing resilience
Retention: How you can support…

- All your teachers to complete the survey
- Allow George and his team to conduct face to face interviews with your teachers in small groups to validate the findings
- Complete termly data returns
- Be open to trying innovative ideas:
  - Flexibility within and beyond school groups
  - Support staff well-being
  - Value and trust teachers
  - Engage the workforce
  - Monitor teacher intentions and engagement
Contact Details…..

Sara Rawnsley
Recruitment & Retention Strategy Manager
sara.rawnsley@bradford.gov.uk
Tel: 01274 439602 / 07735776093
“The quality of an education system cannot exceed the quality of its teachers.”
Principles

1. No activity reduces or infringes school autonomy.

2. Focus on those things which can only be done together.

3. Focus on a small number of objectives that will make the biggest difference.
Prioritise

1. Relentless subject focus: STEM & English.

2. Increase NQT applications per post in key subjects (as proxy for attracting “better” NQTs).

3. Reduce wastage.

4. Set about building Bradford as a career destination.
Prioritise

1. Relentless subject focus: STEM & English.

2. Increase NQT applications per post in key subjects (as proxy for attracting "better" NQTs).

3. Reduce wastage.

4. Set about building Bradford as a career destination.
3 Use Evidence

90% of people are more likely to engage through pictures.

75% of new recruits choosing teaching because they want to make a difference.

Invest in good quality digital content.

This is about people and values.
An unequivocal mission at the heart of the brand.

We're working towards a day where no child's success in life will be limited by how much their parents earn.
Values-led Approach

This is *not* about “marketing” Bradford in the traditional sense.

It *is* about revealing the people and the mission that drive the most talented educators in our city, so that they attract others.

To succeed, it must be accessible, compelling and, above all, authentic.

It is about showing that Bradford is the home of great teachers.

And we celebrate them.
FOR A PLACE THAT MAKES CAREERS
#BRADFORDTEACHING

Meet Simon
Newly Qualified Teacher – Science
Dixons Trinity Academy, Bradford

TO FIND OUT MORE VISIT
WWW.BRADFORDTEACHING.ORG

Campaign Ambassadors
Signpost directly to schools and ITT providers.
Amplify the message through (paid use of) social media.
Prioritise data collection for direct email.
Sukey
Special School Teacher
Maria
MFL Teacher
Louise
English Teacher
What now?

1. Join the steering group to set the priorities.

1. Suggest ambassadors and help tell our story.

2. Host a trainee visit day in November.

3. Carry on giving new teachers a great career experience.

Digital content ready in July
Launch in September
First social media campaigns: autumn
City visit days in November
BRADFORD
TEACHING
Contact Details

Peter Addison-Child, Project Manager, Secondary Teacher, Northern Lights TSA

Tel: 07875 381863
Email address: peter.addison-child@redlanes.co.uk
School Transport

Jenny Cryer,
Assistant Director – Performance, Partnership and Commissioning

Department of Children’s Services
Background

- Bradford currently transports about 3500 children every year including 1200 with SEND
- This costs the local authority around £10.5 million
- The transport offer is currently made up of bus passes, shared mini-buses, shared and single taxis
- Our Travel Training Unit delivers independence training for young people and adults
New Travel Assistance Service

• New service established in April 2017
• Brings together the old travel team, staff from PTS and the Travel Training Unit
• Based in MMT
• Process applications, make assessments, commission transport, provide independent travel training
Progress so far

• Team in place
• Meetings have taken place in most SEN schools
• Backlog is gone
• Current year applications underway
• New process put in place for SEND
• Fortnightly complex decision panel in place
For September

• SLA with special schools and DSPs
• Link person from the team for special schools and DSPs
• Presumption of a shared vehicle except in specific circumstances agreed with school
• Increased use of walking escorts
• Door to door service for SEND escorts
Independence Aspiration

- Bradford as a district has high aspirations for all of our young people, wanting them to achieve and succeed and move on to have fulfilling adult lives. This is no different for our young people with special educational needs and disabilities, in fact if anything our commitment to supporting this group of young people is even greater.

- Right across the district, individuals and organisations are involved in supporting and teaching our SEND young people. This includes parents, schools, health colleagues, transport providers, specialist teams, VCS organisations and wider families.
Independence Development Day

• We are keen to bring together this community around Bradford’s SEND children to express a new way of approaching and developing this work, bringing together all of the stakeholder to form a clear joint plan.

• We think that a good basis for this plan is to develop an approach based on Independence, with clear aspirations for this, supported by curriculum and other interventions to drive forward our shared goal of enabling our children to be as independent as possible.

• We would like to start to explore this concept with the stakeholders, to hear from those who are already involved in this work, to celebrate some success stories and to plan how we might move this forward as a shared partnership approach. Please join us at an event on 3rd October to help to develop something uniquely special in Bradford.
Ask from schools

• Keep in regular dialogue with the team
• Join the partnership exploring the independence approach
• Support us to think creatively about the transport offer
• Help us to identify children for travel training
Safeguarding Events / Response to feedback Safeguarding queries

Alina Khan,
Strategic Manager Education Safeguarding

Jim Hopkinson
Deputy Director, Social Care
Education Safeguarding Team

- New appointments and restructure
- Safeguarding Centres of Excellence
- September DSL network meetings
  - Section 175 audit
- Register codes and safeguarding responsibilities
- EHE
- Safeguarding Week
SAFEGUARDING WEEK 2017

Safeguarding Week – It’s Everybody’s Business

Safeguarding Week is an annual week of events coordinated by the Bradford Safeguarding Children Board in collaboration with Adults Services, Domestic Abuse Partnership, Health and our other multi-agency partners.

The key purpose of the week is to provide a range of learning and development opportunities for staff and volunteers working in the sectors of safeguarding adults, domestic abuse and safeguarding children.

Safeguarding Week 2017 will run from Monday 9th to Friday 13th October 2017.

Further details of the week including the programme will be published here once planned.

Can you host an event?

If your organisation would like to host an event during the week focusing on any subject relating to safeguarding or to promote the work you do please fill in our proforma with the details to be included in our brochure. The deadline for proforma’s is Friday 16th June 2017.
Customer Services

GATEWAY

Duty

Early Help     Support

Public Access

Gateway in box

Back office inbox

Back office – police checks entry onto Phase 2 Gateway

Clusters

Vol orgs

Youth services

Children’s centres

Access to information

Harm or protect

Duty inbox

Assessment team

Children and Families teams

Step down / Step up

Local services

Step down / Step up

Legal inbox

Access to files / legal information

Public Access
Final Proposals for SEND Transformation 0-25

Angela Spencer-Brooke, SEND & Behaviour Strategic Manager
Lynn Donohue, Early Years Strategic Manager
Initial consultation – responses and changes

• Responses to the initial consultation were received between 3 May 2017 and 6 June 2017. All responses have been carefully read and considered in the proposals for the formal consultation.

• A total of 79 responses were received containing a total of 16 comments and 144 questions:

<table>
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<tr>
<th>Respondent</th>
<th>Number of responses</th>
<th>Comments</th>
<th>Questions</th>
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<tbody>
<tr>
<td>Internal staff</td>
<td>72</td>
<td>7</td>
<td>121</td>
</tr>
<tr>
<td>Teams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>VCS</td>
<td>2</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Parent</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Overall</td>
<td>79</td>
<td>16</td>
<td>144</td>
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</table>
Our Ambition – Improve outcomes and life chances for all SEND children and young people in Bradford

0-25 Years SEND Pathway

0-5+ Years
Early Years SEND Centres of Excellence and Early Years Enhanced Specialist Provision (Funding - HNB)

5-16 Years
For school-aged pupils Integrated Specialist Support Services (Funding - Traded)

16-25 Years
Development of supported transitions in preparation for adulthood and independence (Funding - Core)
• SEND Specialist Centres of Excellence (co-located)

Locality 1

50 x 0.6 places

Generic Special Schools

Early Years Enhanced Specialist Provision (EYESP)

Generic Special Schools

Locality 2

50 x 0.6 places

SEND Specialist Centres of Excellence (co-located)
The Proposal – EYESP’s

Each locality will contain two Early Years Enhanced Specialist Provisions (EYESP) which will provide integrated early education for mainstream and SEND young children on the same site.

The four EYESP’s are:

- Abbey Green Nursery School
- Canterbury Nursery School
- St Edmunds Nursery School
- Strong Close Nursery School

In total they will provide 100 x 0.6 places for 0-5+ year olds with SEND; in exceptional cases there can be places for children aged 5+ provided through a formal off-setting agreement for those with EHCPs.
Proposal – SEND Specialist Centres of Excellence

Co-located with one of the EYESP in each locality will be a **SEND Specialist Centre of Excellence**.

They will comprise a range of SEND specialist practitioners:

- Specialist teachers of Autism, Cognition and Learning, Physical and Medical, Social, Emotional and Mental Health (SEMH), Early Years and Educational Psychologists (commissioned from the EP team) as well as a Specialist Teacher from the Sensory Service.
- Family support workers and Portage home visitors
- Access and Inclusion Officers
- Business, finance, data and administrative support

who will provide consultation, support, training, advice and outreach work for SEND early years children across all types of early years settings within the locality in addition to those accessing the EYESP.
Proposal - continued

• Staff within the Centre of Excellence will provide transitional support from Portage (Home Teaching) into schools and transition from EYESP provision into both mainstream and special schools.

• We propose that the Early Years Inclusion Grant which has been extended to 3 and 4 year-olds in schools will be allocated to each of the two SEND Specialist Centres of Excellence who will work with the EYESPs, schools and other settings and provisions in the locality and be responsible for allocating this based on local demand and need.

• Some transport assistance has been costed into the financial model but will only be offered on a case by case basis following an individual assessment.
Proposed Structure for each Centre of Excellence:  

- Head of Locality
  - Head of EYESP Provision
  - 1 x Head of EY Specialist Centre of Excellence
    - 1 x Business / Finance Data Lead Officer
      - 1 x Administrative Officer
      - 1 x Administrative Assistant
    - 1 x Senior Specialist Practitioner
      - 2 Access & Inclusion Officers
      - 2 Early Years Specialist Practitioner
      - 2 x SEND Family Support Workers
    - 3.5 x Specialist Teachers
      - Co-ordination & liaison with Sensory Specialist Teachers
      - Co-ordinating responsibility for EPT Input
  - 1 x Senior Specialist Teacher / Deputy Centre of Excellence
    - 1 x Senior Portage Home Visitor
      - 2 x Portage Home Visitors
  - 1 x Business / Finance Data Lead Officer
  - 1 x Senior Specialist Practitioner
  - 0-5+ Early Years SEND Board
The District wide Model for the 5-16 pathway

5-16 year-olds - An Integrated Specialist Teaching Support Service (Traded)

- Sensory
- Cognition and Learning
- Physical and Medical
- Social, Emotional and Mental Health
- Autism
Proposed Structure - Integrated Specialist Teaching Support Service (Traded)

SEND & Behaviour Strategic Manager

1 x Head of Integrated Specialist Teaching Support Service

Assistant Head of Service

2 x Cognition and Learning Specialist Teachers

2 x SEMH Specialist Teachers

1 x Physical and Medical Specialist Teachers

2 x Autism Specialist Teachers

5 x Peri - Specialist Practitioners

Business / Finance Data Lead

1 x Admin Officer

1 x Admin Assistant

Assistant Head of Service

2 x Cognition and Learning Specialist Teachers

2 x SEMH Specialist Teachers

1 x Physical and Medical Specialist Teachers

2 x Autism Specialist Teachers

5 x Peri - Specialist Practitioners

2 x Cognition and Learning Specialist Teachers

2 x SEMH Specialist Teachers

1 x Physical and Medical Specialist Teachers

2 x Autism Specialist Teachers

5 x Peri - Specialist Practitioners
# Proposed Timeline

<table>
<thead>
<tr>
<th>Time period</th>
<th>Focus</th>
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<tbody>
<tr>
<td>20 June</td>
<td>Council Executive</td>
</tr>
<tr>
<td>22 June</td>
<td>OJC final proposals and presentation of business case</td>
</tr>
<tr>
<td>26 June</td>
<td>Further staff/manager /stakeholder/ council departmental briefings on final proposals</td>
</tr>
<tr>
<td>26 June to 31 August</td>
<td>Formal consultation period</td>
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<tr>
<td>From 1 September 2017</td>
<td>Referrals of young children with SEND begin to fill places at the 4th EYESP</td>
</tr>
<tr>
<td>From mid September for up to 6 weeks</td>
<td>Expressions of interest for SEND Centres of Excellence</td>
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<tr>
<td>8 weeks (2 months) - November/December</td>
<td>Assimilation period, grading panels and following agreed HR processes for staffing the Centres of Excellence and ISTSS.</td>
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<tr>
<td>January/February 2018</td>
<td>Redeployment support for any displaced staff</td>
</tr>
<tr>
<td>1 April 2018</td>
<td>New structure in place for SEND Specialist Centres of Excellence and Integrated Specialist Teaching Support Service (Traded).</td>
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What next?

• The detailed briefing note can be found on Bradford Schools Online.
• Please send any responses and new questions to questions@bradford.gov.uk by 31 August 2017
• These will be taken into account to inform the final model
Bradford Pathways & ICE

Amerjeat Sarai – Lead Officer Work Based Learning
Stacey Jobson – Director of ICE
Ensure a current and future dynamic and innovative workforce, through partnership working, by engaging, educating and empowering all students to excel and achieve their aspirations.
‘Bradford is the youngest city in the UK, and has a diverse population with our children coming from a range of economic, cultural and ethnic backgrounds’

Bradford District Plan 2016 - 2020
Pathway Essentials

Foundation Knowledge & Skills

- Employability
- Citizenship
- Ethics
- Problem Solving
- Critical Thinking
- Career Development
- Integrity
- Teamwork
- Technology Application
- Communications
- Legal Responsibilities
- Academic Foundations
- Safety, Health & Environment
- Leadership
- Technical Literacy
- Cultural Competence
- Lifelong Learning
- Financial Well-Being
- Organisational & Global Systems
- Creativity
- Innovation
Pathway Essentials

Foundation Knowledge & Skills
• Employability • Citizenship • Ethics
• Problem Solving • Critical Thinking • Career Development • Integrity • Teamwork
• Technology Application • Communications
• Legal Responsibilities • Academic Foundations
• Safety, Health & Environment
• Leadership • Technical Literacy • Cultural Competence • Lifelong Learning • Financial Well-Being • Organisational & Global Systems
• Creativity • Innovation

VISITOR ECONOMY

Retail
• Merchandising
• Professional Sales
• Consumer Services
• Sales & Services

Hospitality & Tourism
• Restaurants & Food / Beverage Services
• Travel
• Tourism & attractions
• Accommodation
• Sport & Leisure

www.bradford-pathways.org.uk
Pathway Essentials

**Foundation Knowledge & Skills**
- Employability
- Citizenship
- Ethics
- Problem Solving
- Critical Thinking
- Career Development
- Integrity
- Teamwork
- Technology Application
- Communications
- Legal Responsibilities
- Academic Foundations
- Safety, Health & Environment
- Leadership
- Technical Literacy
- Cultural Competence
- Lifelong Learning
- Financial Well-Being
- Organisational & Global Systems
- Creativity
- Innovation

**Occupations**

- Retail
  - Merchandising
  - Professional Sales
  - Consumer Services
  - Sales & Services

- Hospitality & Tourism
  - Restaurants & Food / Beverage Services
  - Travel
  - Tourism & attractions
  - Accommodation
  - Sport & Leisure

**Programmes of Study**

**Individual Learning Plans**

**Personalised Learning**

**VISITOR ECONOMY**
The learner journey:

• Career Awareness
• Career Exploration
• Career Preparation
Employer Involvement:

• Careers Events
• Careers Talks
• Job entry support
• Employability workshops/sessions
• Mentoring support
• Enterprise support/Champion
• Enterprise Advisor
• Classroom learning & curriculum development support
• Work experience
• Work shadowing
• School Governor
• STEM Ambassador
• Workplace visits

John Carrington
Czajka Care Group

“We are constantly looking ahead to find the carers of tomorrow, and that contact should begin in schools.”
A Partnership Approach

• Businesses
• Schools/Colleges/Universities
• Training Providers
• Voluntary Sector Organisations
• Individuals
• Parents/Carers
• Young People
Industrial Centres of Excellence

Stacey Jobson – Director of ICE
Industrial Centres of Excellence – Growing our Own

• Higher Retention and achievement levels through the combination of practical work experience with curriculum learning.

• Higher skill levels than ever before will be required if companies are to successfully expand. Local businesses consistently state they require more enterprising young people that have achieved higher levels in core technical subjects when leaving full-time education, aligned with transferable employability skills and the right attitude.

• Additional companies will also be attracted into the area if we have a young workforce that is highly skilled, coupled with a flexible learning and training provision that can equip them with the appropriate aptitude and attitude.
How does ICE work?

- Industrial Centres of Excellence (ICE) are an innovative way of providing education for young people aged 14-19.
- ICE work by building strong and lasting partnerships between employers and education providers so that the skills young people develop match those that employers need.
- The ICE we are developing across the Bradford District are focussing on sectors that are key to Bradford's future prosperity.
- They aim to build the highly-skilled young workforce which will attract more companies and investment into the area.
• ICE are partnership driven. They involve businesses and education providers working together to develop the curriculum young people are taught, and the environment in which they are taught.

• The partnership is a long-term one that will mean the curriculum young people are taught can respond to the latest business developments.

• The ICE philosophy is that together we can meet future skills needs by developing fit-for-purpose training and by ensuring that top local talent are attracted to our key industries.
Centres of Excellence X 5

- Construction & Build Environment (CEBE)
- Business/Finance & Retail (Cofe4b)
- Environmental Technologies (CEET)
- Advanced Manufacturing & Engineering (AME)
- Health & Social Care (HESC)
Working with Schools

- understand LMI and skills forecasting and how to integrate into the curriculum;
- understand what employability skills are and how to integrate into the curriculum;
- understand the range of job opportunities in each career cluster;
- understand why businesses want to work with schools and how to build sustained employer relationships;
- increase awareness of, and analysis, of destination data.
What do ICE offer young people?

- ICE will prepare young people for future jobs in the district.
- They will offer young people work related skills and experience and clearer pathways into employment and higher education.
- Young people will get to know local companies, understand what they expect from employees, and have the opportunity to gain access to more specialist learning.
- ICE will provide high quality education with clear pathways into apprenticeships and higher education that lead to good quality jobs.
- ICE aim to overcome barriers faced by some young people in accessing training and career development.
Diagnostic Services
Diagnostic Services employees analyse and record the state of a patient’s health at the time of the examination.

Therapeutic Services
Therapeutic Services employees work to counter the effects of disease and injury, maintaining or improving patients’ health.

Health Informatics
Health Informatics workers manage and document healthcare system information to support patient care.

Biotechnology R&D
Biotechnology R&D workers pursue advances in science and technology to support and improve the diagnosis and treatment of disease.

Support Services
Support Services workers create and maintain a healthcare delivery environment that supports diagnosis and therapy.
Career Exploration

- Students begin career exploration activities, including identification of learning opportunities in the community.
- Students explore work-based learning activities including service learning, job shadowing, and mentoring.

Key Stage 3

Core GCSE options for Health:
- Sciences
- Maths
- English

Pathway GCSE options for Health:
- Statistics
- Physical Education

Vocational options for Health:
- BTEC
- OCR

Work based Learning for Health:
- Work Experience
- Work Shadow
- Mentoring

Key Stage 4

Pathway A Level options for Health:
- Sciences
- Statistics
- Maths

Vocational options for Health:
- BTEC
- OCR

Apprenticeship options for Health:
- Work Experience
- Work Shadow
- Mentoring

Post-16 Education

Higher Education

Degree programme leading to post-graduate study

Higher level apprenticeships from Degree to post-graduate study

Work based Learning for Health:
- Work Experience
- Work Shadow
- Mentoring

CAREER IN HEALTH
What do ICE offer businesses?

- Business engagement is at the heart of the Industrial Centres of Excellence model.
- ICE provide an environment where employers and training providers can exchange knowledge and innovation which will contribute to the economic competitiveness of the district.
- The ICE curriculum develops learning through business-led projects using team working, problem-solving and creative skills as a way to develop technical knowledge and expertise.
- ICE will engage more young people in apprenticeships which offer pathways to higher level skills and employment.
Business Involvement

Involvement encompasses a range of activities which includes:

> acting as work mentors
> providing sector knowledge and expertise
> providing inspirational tours
> supporting career development
> providing learning enrichment
> supporting curriculum development
> offering unpaid work experience placements for students aged under 16
> offering paid work placements for students aged over 16
Key Achievements

• Since the start of the ICE programme in 2013 a total of 1,280 students have been on the ICE programme.
• In 2016/17 we are planning to have 2,000 students on programme this is 500 more than our original annual target at the beginning of the programme at this stage. We are planning to raise that to 3,000 students on programme in 2017/18
• There are 50 lead business partners currently on the four ICE boards/There are 150 associate business partners (including Santander, O2, Morrisons, NG Baileys ) supporting the curriculum delivery.
• 18 schools with a further six expected to join from September 2016. In addition the main colleges and the University of Bradford are lead partners.
• 10 Pathways
• 60% of ICE Students move into further education/ 40% of ICE students move into an apprenticeship
Contact Details:

Amerjeat Sarai – Lead Officer Work Based Learning
amerjeat.sarai@bradford.gov.uk
01274 439554

Stacey Jobson – Director of ICE
staceyjobson@cebeuk.org
07880380426
Thank you for attending