



## Report on IQM Inclusive School Award



<b>School Name</b>	Chaucer School
<b>School Address</b>	Wordsworth Avenue Sheffield South Yorkshire, S5 8NH
<b>Head/Principal</b>	Mrs Joanna Crewe
<b>IQM Lead</b>	Mrs Alyson Tolley
<b>Assessment Date</b>	10 <sup>th</sup> July 2023
<b>Assessor</b>	Ms Rachel Campbell

### Sources of Evidence

This was the school's first assessment and was conducted over a two-day period. The school submitted a Self-Evaluation Report (SER) along with a timetable demonstrating the IQM Lead's knowledge and understanding of the school and their passion for Special Educational Needs and Disabilities (SEND) and inclusion. The evidence presented was done with the needs of the students firmly at the centre of the assessment and highlighted leaders' knowledge of school systems and structures. During the assessment, the assessor evaluated the school's commitment to inclusion through the following documents and activities:

- Self-Evaluation Report (SER)
- School website and social media pages – Facebook; Twitter
- School Policies
- School training videos
- Tour of the school
- Tour of on-site Alternative Provision (AP)
- Lesson drop-ins
- Written testimonials from parents/carers
- Displays/Learning environment

### Meetings Held with:

- Headteacher
- IQM Lead
- Chair of Governors
- Senior Leaders
- Deputy Special Education Needs and Disabilities Co-ordinator (SENDCo)
- Attendance Officer
- Exams Lead
- School Office Clerk
- Teachers and Teaching Assistants (TAs)
- School Business Manager
- Sheffield Parent/Carer Forum lead
- Parents/Carers
- Pupils across Key Stages 3 (KS3) and 4 (KS4)



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### Overall Evaluation

Chaucer School is part of Tapton School Academy Trust, a Multi-Academy Trust (MAT) in Sheffield consisting of schools working across a diverse range of communities. The Chief Executive Officer's (CEO's) vision is one of collaboration, aspiration and improving outcomes for all. The Trust's vision can then be seen more intensely in Chaucer School and the nature of the children and community it serves.

There is no disguising the fact that the school serves one of the most disadvantaged wards in England. The challenges faced have been documented and shared widely and leaders are confident that they have support from the Trust and Local Authority (LA) to make rapid changes to ensure that the school is a safe space for all children; a place where they can flourish and thrive.

Leaders respond to the needs of the children, young people, and their families. Several hubs have been designed in the school to support the most in need. Over the past two years, the Headteacher has guided other leaders to focus on educating the whole child. Staff are aware that children and young people need to develop trust with adults, and work to build positive relationships.

The staff talk about being 'chaucerised.' This is what some staff say happens once you start working at Chaucer School – it becomes a part of you. The dedication and commitment seen by some staff was inspiring. Talking to some staff about their Chaucer journey was intoxicating. Their passion for the school and the support for children and their families inspires you to want to work there and be a part of the team all working to make children's lives better.

The support from Governors and parents is appreciated by leaders and staff. The Chair of Governors has been on a journey with the school and is proud of the commitment and 'over and above' attitude of the staff. The Chair truly believes there is a 'pace of change' and a real drive to bring both the pastoral and academic sides of the school together. There is a constantly reinforced message that staff and stakeholders understand the importance of meeting children's emotional needs as well as academic requirements.

Parents spoke with confidence about the school, demonstrating that they are viewed as stakeholders with a voice. This was demonstrated before the day started as the assessor observed parents and carers talking with staff in the reception area. Parents and carers feel welcomed and, as a result, are regular visitors to the school. Parents praised the staff for the time and effort they put into supporting children, particularly those with SEND, to achieve their full potential. Each parent talked about their children's experiences at the school and that they 'couldn't ask for anymore.'

The children who spent time with the assessor spoke candidly about their experiences and what their hopes were for their futures. The assessor found those children to be warm, welcoming, intelligent, and articulate. It was a privilege for the assessor to have spent time with those children. It is easy to see why the staff feel 'chaucerised' after meeting some of the school's cohort.

Leaders describe inclusion as a strength of Chaucer School. They acknowledge the school is facing challenges, however, their spirit and passion for the journey they are on is relentless and unwavering.



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Under the passionate and expert leadership of the Headteacher and her Senior Leadership Team (SLT), the school has established a system of support for all staff which includes robust mentoring and coaching for everyone. In their journey towards creating a better school, leaders are welcoming and supportive of staff wanting to forge a career at Chaucer and have ensured progression routes for teachers early in their careers.

The curriculum at Chaucer is developing to ensure all students can actively engage in their educational journey. Central to the design of the Chaucer curriculum is to provide all students with a depth of knowledge and a rich understanding of a broad range of subjects, reaching beyond the traditional.

The school has a welcoming, warm atmosphere. Curriculum areas are organised in clusters, with bright and vibrant displays adorning the corridor ‘advertising’ the subject’s intent and impact. Leaders have developed facilities and resources to ensure students have access to a high-quality and engaging environment.

Leaders at all levels collaborate to analyse data and support all students at Chaucer to realise and achieve their full potential. Following every assessment window, senior leaders along with subject leaders analyse the data, looking at the whole child. The data is Red-Amber-Green (RAG) rated and analysed at a student level and at identified group level. This allows support and intervention to meet the most vulnerable students and groups where educational disadvantage arises.

The assessor spent two days at Chaucer School and met with several students from across all key stages and found those students to be a pleasure to talk to. They all presented with positive attitudes and the confidence to speak openly and honestly to the assessor. The school’s three core values of respect, responsibility and kindness were fully demonstrated by these students.

Leaders report that there has been significant work to build more effective relationships with the families of the students who attend Chaucer School. Previously parents and the wider community had been very negative about Chaucer School, staff and processes. The school has been proactive in encouraging more active involvement through its website, newsletter and social media outlets.

Staff at Chaucer are working hard to break down barriers within the community through meetings, invitations to school events, participation in school events and have previously been involved with local community workers to try to bridge the gap between parent perception and what the school is like in reality.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark’s Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years’ time.

**Assessor: Rachel Campbell**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd



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### Element 1 - The Inclusion Values of the School

Leaders describe inclusion as a strength of Chaucer School. They acknowledge the school is facing challenges, however, their spirit and passion for the journey they are on is relentless and unwavering.

The school recognises the outside influences that can impact children and, therefore, has invested in Continuing Professional Development (CPD) to support all staff in feeling informed and confident in helping children to feel safe and succeed. In response to some of the challenges faced by children and young people from the area, leaders have invested in a lead practitioner and whole school trauma-informed training.

Staff at Chaucer talk about the power of 'connection before correction.' Relationships between staff and students are nurtured in a healthy and trauma-informed way to support appropriate attainment, progress, and life chance achievement.

Leaders and staff pride themselves on their reputation for working proactively with disadvantaged children and young people who are at risk of exclusion from society. Staff ensure they are up to date on changing policies and understand the process around exclusion, but most importantly they understand the impact on children who experience time away from school. As a result, school leaders work closely with the LA to ensure that children are supported.

School leaders understand the importance of offering an inclusive curriculum to the students at Chaucer. The leadership in this area has been recognised across the Trust and throughout the LA. As a result, leaders are supporting Trust-wide delivery of what inclusive practice looks like. Through their work with Learn Sheffield and Autism in Schools, staff are also supporting to create a 'cross-services inclusion strategy' for Sheffield City.

The working vision of the CEO continues as Chaucer School works closely with Sheffield Hallam University in a 'cross-service think tank' to tackle the urban challenges faced within Sheffield City. Despite their own challenges, the school has been instrumental in a multi-agency working group, including South Yorkshire Police, identifying and mapping young people involved in antisocial behaviour and criminal activity, brokering extended support. The school has been pivotal in spearheading a North Sheffield Strategy to address the ever-present spectre of gang-related activity in the community (whether criminal or sexual exploitation) alongside the Violence Reduction Unit. Through a programme called 'Mentors in Violence Prevention' violent crime and gang-related violence is being tackled at a core/grassroots basis.

Chaucer promotes children's health, wellbeing and personal and emotional development through prevention, protection, and support. All children spoken to know that there is an adult they can talk to in school, who will listen to any difficulties they share. The staff at Chaucer teach children to care for themselves by caring for them.



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### Next Steps:

- To continue to embed the behaviour policy so it is being used consistently by all staff.
- To ensure the values of inclusion are discreetly promoted during new staff induction and mentoring.
- To continue to improve attendance across the school, with particular emphasis on vulnerable cohorts.



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### Element 2 - Leadership and Management and Accountability

Under the passionate and expert leadership of the Headteacher and her Senior Leadership Team (SLT), the school has established a system of support for all staff which includes robust mentoring and coaching for all staff. In their journey towards creating a better school, leaders are welcoming and supportive of staff wanting to forge a career at Chaucer and have ensured progression routes for teachers early in their careers. With a strong partnership with Teach First, the leaders can ensure they have the best staff available to their students. Leaders discussed the challenges and barriers facing the profession in the current climate and gave examples of flexible working which allowed staff to have a life-friendly teaching experience.

The Chair of Governors has worked alongside the school in many guises over the past decade and uses her knowledge and understanding of how to grow businesses to support leaders to grow the school. The Trust Board Tapton School Academy Trust has established a Local Governing Bodies to monitor, support and challenge the senior leadership team in their delivery of the school's strategy for improvement. The Governors participate in the life of the school and are fully informed of what it is like to be a staff member and a student at Chaucer School. Governors visit the school regularly and take part in the quality assurance processes along with senior leaders. The Governors are committed to learning for all and are fully supportive of the school's inclusive ethos.

The school accesses a range of external agencies to support staff and students to ensure our students get the appropriate support. Leaders also work in collaboration with Trust colleagues including accessing and supporting subject network links as well as offering and receiving support across the Trust.

The school is structured to ensure there is leadership across all areas. This was a purposeful move away from the traditional Headteacher, Deputy Headteacher and Assistant Headteacher model. The school has an extensive leadership team, all with responsibility for every aspect of school life. All leaders who were spoken to by the assessor demonstrated their commitment to the journey that lay ahead of them. The lead for Personal Development has worked to ensure the curriculum is well-planned and highly resourced allowing staff to feel supported during the daily tutor period. She is conscious of the needs of the students and the community and is working to raise the profile and significance of the school's Life Curriculum and their compulsory Religious Education offer, giving students the cultural capital, they need to become citizens of a diverse Britain.

The leadership of the SEND team is exemplary and has been recognised widely across Sheffield. The Assistant Headteacher with responsibility for SEND has done a remarkable job in ensuring staff working in the hubs are well-trained and that students and their families are supported. The leader has worked with Autism in Schools to develop training videos that can be accessed by other schools and professionals to support their understanding of what excellent provision for neurodivergent students looks like.



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Other leaders with responsibility for attendance have made rapid progress in supporting the high persistent absenteeism in the school. An example of how the leadership in this area is having an impact could be seen through staff buy-in and collaboration with the Art Therapy offer. Students are working with staff to engage in Art Therapy to support their return to school. Staff ensures this success is capitalised upon and celebrated to ensure that students and their families can see the rapid changes being made at Chaucer.

### Next Steps:

- Leaders to ensure a focus on Behaviour and Attitudes and Personal Development leadership.
- Leaders to communicate regularly to staff, students and the community their focus and offer.
- Leaders to ensure staff and students hold the personal development curriculum in equal regard and status to the core curriculum offer.





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### Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

The curriculum at Chaucer is developing to ensure all students can actively engage in their educational journey. Central to the design of the Chaucer curriculum is to provide all students with a depth of knowledge and a rich understanding of a broad range of subjects, reaching beyond the traditional.

To ensure that the curriculum is accessible for all students, leaders have invested in different provisions across the school supporting disadvantaged and vulnerable learners to succeed throughout their secondary school journey. This can be seen in the curriculum learning journeys of these areas that staff have created to demonstrate the curriculum's start and endpoints.

Leaders know their students and what they will engage with. As a result, they have developed their own alternative provision allowing students to thrive in vocational subjects. In addition to the national curriculum, the school offers lessons in horticulture, apiary, furniture restoration, construction, hair, and beauty. The provision for children is well designed to allow those who are disengaged from the national curriculum to find joy in learning. For those who need support with mental health and wellbeing, there is a raft of services both in school and out to ensure students and staff are supported. "If children are dysregulated and unable to learn, then keeping them in the classroom following the same curriculum as others is not going to work". This is why the school has developed several hubs to support children in accessing the curriculum at their own pace and with the support they need.

Curriculum leaders are aware of the influence education has over social mobility and strive to give a comprehensive and focused view of careers to all students. Through all lessons, teachers ensure links are made to Post-16 and beyond. Local businesses, colleges and universities are invited into school to talk to students about the world of work and study. As a result, destination data is positive for students at Chaucer.

The assessor visited several lessons across the two days. In a geography lesson, Year 10 students' retrieval practice and frequent opportunities to review learning, through formative and summative assessment were used to check and embed understanding. In the most successful lessons, the assessor saw coherently planned and sequenced content to connect learning and develop understanding. In a history lesson, Year 7 students learnt and developed new skills and knowledge, building on prior learning.

The support for students with SEND is exemplary and makes the curriculum offered at Chaucer an accessible and progressive experience. This can be seen in curriculum areas where staff liaise regularly and have an open-door approach to those with SEND.

#### Next Steps:

- Develop the alternative provision curriculum offer to an option course for targeted students at risk of Not in Education, Employment or Training (NEET).
- Develop the alternative curriculum to ensure students leave with a recognised qualification.





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- Explore innovative ways to ensure consistency in staffing across all subjects.
- Further training and CPD to be given around curriculum development for students who have disengaged.



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### Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

The school has a welcoming, warm atmosphere. Curriculum areas are organised in clusters with bright and vibrant displays adorning the corridor ‘advertising’ the subject’s intent and impact. Leaders have developed facilities and resources to ensure students have access to a high-quality and engaging environment.

When talking to students they describe the facilities and resources in practical subjects with excitement. Practical subjects have excellent facilities including two bespoke art rooms, two food technology rooms and two engineering workshops. There are also two music rooms, three practice rooms and two drama studios. The school has outstanding PE facilities which are also used by the community. The facilities include two large sports halls, a well-equipped gym and a climbing wall. The outdoor area includes tennis courts, an extensive running track and a floodlit AstroTurf area.

A strength of the school is the way in which teachers support the provision for students with SEND to allow them to actively engage in lessons and the wider curriculum. Resources for children with SEND include The Nest, The Oasis Centre, The Education, Health and Wellbeing (EHWB) Hub and The LINCS. Leaders want to ensure rapid response of support and, therefore, do not wait for a diagnosis. The assessor visited all the hubs and witnessed the one-to-one and small group work that supports students. The staff the assessor spoke to are experts in identifying the needs of students and ensuring the right level of support is there. Children in these areas were thriving. The children in The LINCS talked about how staff there, “know them”. Students feel a sense of belonging and enjoy the clarity of boundaries and consistency of attitudes from the staff who work there.

The monitoring of the quality of teaching at Chaucer is distributed among middle leaders and lead practitioners. To support staff with consistency and mentorship, all subjects have a middle leader attached to them. External agencies and professionals also support the school to ensure the quality of its teaching and learning practice. Schemes of learning and planning are supported through a Trust-wide ‘curriculum summit’ process. This high level of quality assurance ensures all schemes taught at Chaucer are adapted to consider local context and student needs.

#### Next Steps:

- Continue to work with the Trust-appointed Lead Practitioners to support subjects to progress further.
- Leaders to ensure new appointments in curriculum leadership positions are well supported to deliver outcomes needed for students to progress with particular emphasis on core subjects.
- Explore and develop the appraisal and performance management of Pastoral Middle leadership positions to support teachers with pedagogical strategies in engagement and challenge in professional behaviours to support teaching and learning.



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### Element 5 - Assessment

Leaders have designed a four-step assessment model to support staff and students to ensure progression can be seen and rapid support and intervention can be offered. Individual Subject Leaders have codified for their department what is expected of staff and students at each step. The subject teams have been taken through this at length. Leaders know the importance of ensuring assessment opportunities are right for individual students. Every teaching member of staff has had Assessment and Feedback as one of their three Performance Management Objectives.

Student surveys regularly capture attitudes towards assessment and feedback – followed up by more in-depth focus-group discussions for targeted groups of representative disadvantaged students.

Assessments support to inform teaching and learning at every level. Academic data, learner engagement and behaviour are used to form a pupil profile to ensure interventions can be implemented rapidly.

Leaders at all levels collaborate to analyse data and support all students at Chaucer to realise and achieve their full potential. Following every assessment window, senior leaders along with subject leaders analyse the data, looking at the whole child. The data is Red-Amber-Green (RAG) rated and analysed at a student level and at identified group level. This allows support and intervention to meet the most vulnerable students and groups where educational disadvantage arises.

Students are supported prior to their entry to Chaucer. Prior to entry in Year 7, the school does an extensive amount of work with the feeder primaries to ensure all staff are well-informed and have the best possible information to inform planning, teaching & learning.

The school understands the importance of literacy, and ensuring students have timely support. All students in all KS3 year groups undertake a reading age test to establish their current level of reading skill and comprehension. Target groups of students undertake intervention in the purpose intervention space – Oasis. Leaders ensure they actively engage with educational research and are focusing on Pillar 7 of the Education Endowment Foundation (EEF) framework to further support the development of word reading skills and comprehension.

#### Next Steps:

- Continue to focus on students who require further support and intervention such as disadvantaged and SEND.
- Senior leaders to ensure the QA of assessment particularly where there are Early Career Teachers (ECT) staff in subject leadership positions.
- Explore the opportunities and means needed to assess the pastoral progress of students.



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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

The assessor spent two days at Chaucer School and met with several students from across all key stages and found those students to be a pleasure to talk to. They all presented with positive attitudes and the confidence to speak openly and honestly to the assessor. The school's three core values of respect, responsibility, and kindness were fully demonstrated by these students.

Leaders understand that there is still a great deal of work to be done to ensure these values are embedded, ingrained, and lived by all students in the school. The challenges in this area facing the school were discussed at length with senior leaders. Leaders are confident that where behaviour is not where it should be with some students, significant work is being done to improve with the support of the LA. Leaders have also been proactive in ensuring several hub spaces are available to support students who find it difficult to recognise positive behaviour and who have a poor attitude towards their personal growth and development.

Students have a voice at Chaucer. Students are asked to share their voice on a range of different things including behaviour, learning, and personal development. The school council meets regularly with representatives from all year groups. Leaders report that student voice is positive about the support they access from SEND and pastoral staff. This is reinforced by parents who spoke highly of the support their children have received from the SEND team.

Students have opportunities to develop leadership skills through participating in activities such as transition with Year 6 students. Students discussed the experience of being a transition mentor with the assessor. They were proud to have been chosen and were looking forward to supporting students over the summer holidays as mentors in the school's summer school.

To support students to develop into well-rounded adults, the school has invested in careers support and is proactive in helping students develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Careers education forms an integral part of the curriculum in the Leadership, Identity, Futures, Enrichment (LIFE) programme.

The LIFE programme is interleaved with the curriculum to provide learning strategies, interpersonal skills, financial awareness, and emotional intelligence. The school holds 'drop down' themed days and utilise a range of external support, for example, 'Prison Me No Way' which provides opportunities for cross-curricular links and developing skills through a range of different experiences.

#### Next Steps:

- Leaders to prioritise Behaviour and Attitudes along with Personal Development to ensure the school is safe and calm for all students to be able to learn.



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- Further develop and embed the three values of respect, responsibility and kindness across the school community through clear and consistent communities and boundaries.
- Improve the lines of communication in relation to safeguarding.
- Further develop extra-curricular experiences.
- Continue to develop the student council and Junior Leadership Team (JLT).
- Continue to quality assure the delivery of tutor time and the LIFE curriculum.



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### Element 7 - Parents, Carers, Guardians

The Parent Carer Forum is successfully led by an experienced practitioner who works across several schools in Sheffield. The forum supports parents in giving them a voice and reports that school leaders are open to feedback and advice. Recently, a new leader at Chaucer attended the Parent Forum to hear the thoughts, feelings and opinions of parents. Parents report that the leader was very open and made active changes as a result. The parents of Chaucer have been proactive, working together to create resources and training materials to support staff in supporting neurodivergent students.

Leaders report that there has been significant work to build more effective relationships with the families of the students who attend Chaucer School. Previously parents and the wider community had been very negative about Chaucer School, staff and processes. The school has been proactive in encouraging more active involvement through its website, newsletter and social media outlets.

Parents who met with the assessor spoke very highly of the school and their child's experiences at Chaucer. They feel their children are 'more than a number' at Chaucer. Parents talked about how staff take the time to get to know their child. One parent commented that their child's tutor knows them better than they do. Parents talked about the adaptations the school has made to support children with SEND. Parents said, "Things that may seem little are big to us, and the school knows that and does all it can to support us". Parents told the assessor that staff go above and beyond and are very responsive. Parents of identified cohorts have mobile phone contacts with relevant key staff such as SEND, year leaders and engagement leaders. This provides confidence for parents as they can access staff directly without using the main reception.

The school aims to capture the voice of all parents and carers regularly. Parent surveys are issued anonymously with access via the website, text links and social media using an 'immersive reader' when necessary. Parents are consulted on all major issues for example changes to the school day. This further supports the relationship-building process with parents, carers, and the community. Following parent feedback policies and processes were changed to support parents in being able to access the school system to track their child's positive points.

#### Next Steps:

- Continue to develop parent surveys to ensure they reach all parents and are responded to in a timely manner.
- Increase the number of parental drop-ins to allow opportunities to build relationships and share in children's success.
- Develop curriculum areas to deliver parent workshops to support parents to understand the curriculum more.
- More focused work on increasing parental engagement at parents' evenings.
- Develop workshops for parents on behaviour processes.
- Ensure parental engagement in reintegration processes following suspensions.



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### Element 8 - Links with Local, Wider and Global Community

Leaders continue to develop community links. They believe the school does not start and end with the school day. A significant proportion of the students are considered vulnerable when out in the community and staff at Chaucer want to ensure they are safeguarded. Leaders know that education has the power to change the lives of students which is why links are built to support them with their future aspirations.

Staff at Chaucer are working hard to break down barriers within the community through meetings, invitations to school events, participation in school events and have previously been involved with local community workers to try to bridge the gap between parent perception and what the school is like in reality.

The school regularly holds charity events such as staff versus Year 11 football matches in which the Year 11 team determines which local charity the school will support. Staff contribute their own time to run fundraising events at pivotal points in the school year. The school also has an ongoing relationship with the local hospital and uses money the school raises to support their 'buy a star' mission in memory of former Chaucer students who are no longer with us.

The school also has strong links with local providers Keepmoat Builders and Sheffield Housing who have provided much of the school's internal AP facilities to provide opportunities for students to develop an interest and skills which could one day support themselves and the community. These facilities include: a fully furnished hair salon; a construction area (tiling, bricklaying, painting & decorating, plastering; horticulture-polytunnel; beekeeping). As a result of these links, students have been on vocational trips and experienced the varied opportunities that could be available to them. This builds aspirations and has provided many opportunities for students who may have been predisposed to a life of disadvantage, Post-16 opportunities.

The careers support is consistent and regularly delivered at Chaucer. Students across both key stages participate in visits to local universities to raise aspirations and experience career workshops with external providers from professions such as the National Health Service (NHS).

The strong links the school has developed to support careers has also extended to support students to have positive role models in school. The school has established a strong relationship with Sheffield Wednesday Football Club which works with students during unstructured times to promote and model positive behaviour. Leaders are working to promote positive links with the community and will continue to strive for the benefit of their students.

#### Next Steps:

- To re-establish links with the local church to initiate further opportunities.
- To re-establish links with community workers.
- To continue to develop uniform support mechanisms.
- To continue the aspirational work through careers.
- To continue to develop links with local employers.