**PERSONAL and EMPLOYABILITY SKLLS DEVELOPMENT POLICY
(including Social, Moral, Spiritual and Cultural Development
and Fundamental British Values)**

This policy should be read in conjunction with the following policies:
- Professional Values and Behaviours Policy
- Anti-bullying Policy
- Sex and Relationships Education Policy
- Collective Worship and Religious Education Policy
- Sport and Well-being Policy
- Literacy Policy

The primary purpose of RDUTC is to develop work-ready young people with the academic, technical, personal and employability skills required to move onto successful careers. To this end the development of personal and employability skills has equity with academic and technical development, underpins everything we do and is fully embedded within our Curriculum Intent Statement (highlighted in italics below).

Curriculum Intent Statement:
- To do education differently to ensure that every student, including those disaffected with traditional education, fulfils their academic, *social and creative potential and becomes the best person they can be*
- To maximise opportunities for students to apply theoretical learning to real-life problems and employer-led projects
- To ensure all students develop high quality verbal, written, visual and digital communication skills
- *To ensure all students acquire sound professional and entrepreneurial skills*
- *To develop a digitally talented workforce to address the STEAM skills gap*
- *To contribute to the economic development of the Humber region by providing highly skilled local young people to work in the engineering, digital and creative sectors*
- To engage young women with qualifications and careers in STEAM industries to address the huge gender gap

Personal and Employability Skills:

We focus on the following six key personal and employability skills which have been prioritised by our Employer Partners:

1. Team Work
2. Leadership
3. Communication
4. Independence
5. Resilience
6. Entrepreneurship

At the start of their career at RDUTC students receive training in Employability Skills to enable them to understand what these are. They then self-assess their starting points and set themselves targets. These are recorded in their Personal and Employability Skills Development files. At termly review points students review their progress towards these targets, adjusting them if they have been achieved. Progress towards Personal and Employability Skills targets is reported in the termly Effort, Attainment and Behaviour reports which are shared with parents/carers, and discussed with students' SLT Mentors and, if appropriate, Business Mentors.

Personal and Employability skills are developed through the following strategies:
- our forty-hour week

- our dress codes

- our Professional Values and Behaviours policy with its focus on: health and safety; personal and organisational reputation; productivity and efficiency.

- our approach to independent study – See Appendix 1

- our Employer Projects – See Appendix 2

- our Work Experience and Apprenticeship Recruitment programme – See Appendix 3

- our University Awareness programme – See Appendix 4

- our Careers Information, Advice and Guidance (CIAG) programme – See CIAG Policy

- our Careers Expos. RDUTC runs three Career Expos each year which are attended by all our Employer Partners and many other businesses in the region. These events enable our students to gain extensive knowledge of the career opportunities available to them. They also create important networking opportunities.

- our annual Further Education Expo. This event is open to all Further Education providers in the region and enables our students to gain knowledge of the post 16 education pathways available to them after Year 11.

- our extensive Personal Development curriculum. This provides opportunities for students to develop character, leadership and team-working skills, independence, resilience, confidence, creativity and oral and visual presentation skills. It also allows them to engage in activities to extend their specialist knowledge and experiences and, very importantly, to have fun! Opportunities include:

  - Generic Employability Skills Projects led by our Employer Partners – See Appendix 2
  - The Reading Widely and Often programme including 'Charlie's Challenge' – See Literacy policy
  - Debating Club, including Youth Speaks
  - The Culture Vultures programme – See Appendix 5
  - Our Sports and Well-being programme – See Sport and Well-being Policy
  - Membership of the RDUTC Combined Cadet Force – see Appendix 6
  - The Sex and Relationship Education (SRE) programme – see SRE policy
  - Our Radicalisation and Extremism Awareness programme
  - Driving lessons – see Appendix 7
  - First Aid at Work qualification
  - Music Lessons
  - Extra-curricular clubs including:

- Coding clubs: Python/C Sharp
- VR Club, including VR Welding
- 3D Printing club
- F1 Challenge
- Engineering open workshops
- Board Games club
- Chess club
- Gaming club
- Multi-gym sessions
- Trips and Visits (CERN; London; Theatre Visits etc.)

Developing Fundamental British Values

The **Fundamental British Values** are:
- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance

Students learn about Fundamental British Values within lessons and via our Philosophy and Ethics programme, our Professional Values and Behaviours Policy, Employer Projects and our Personal Development Curriculum.

Democracy, the Student Voice and Student Board
Students learn about democracy and contribute to democratic leadership within the school via a proactive and democratically elected Student Board which meets fortnightly.

The Student Board has representatives from each Academic Mentoring Group who are responsible for ensuring the Student Voice is heard by the Student Board.

The Principal attends meetings of the Student Board when invited to do so to respond to issues raised by the student body.

The Chair and Vice Chair of the Student Board attend Governing Board meetings, when relevant, to ensure Governors hear the student voice.

See Grid Maker for a comprehensive overview of how, when and where FBVs are developed throughout the school.

Social, Moral, Spiritual and Cultural Education

Social development is personal development concerned with living in a community rather than alone.

Moral development is personal development relating to human behaviour, especially the distinction between good and bad or right and wrong.

Spiritual development is personal development relating to the spirit or soul and the intangible. It does not relate to physical nature or matter and is not synonymous with religious education.

Cultural development is personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

Social Development at RDUTC:

All staff at RDUTC:
- Foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- Help students develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect
- Provide a conceptual and linguistic framework within which to understand and debate social issues
- Work together cooperatively

In addition, the following aspects of our curriculum support social development:
- Project-based learning
- The Assembly programme
- The Philosophy and Ethics programme
- The Personal Development curriculum
- The Sport and Well-being programme
- The Equality and Diversity employer project
- The Drugs and Substance Misuse programme
- The Sex and Relationships Education programme
- Extra-curricular clubs

Moral Development at RDUTC

All staff at RDUTC:
- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promote measures to prevent discrimination on the basis of race, religion, disability, gender, sexual orientation, age and other criteria
- Encourage students to take responsibility for their actions; for example, respect for property, care of the environment, developing codes of behaviour
- Provide models of moral virtue through literature, sciences, arts, assemblies

In addition, the following aspects of our curriculum support moral development:
- The Assembly programme
- The Philosophy and Ethics programme
- The Personal Development curriculum
- The Equality and Diversity employer project
- The Drugs and Substance Misuse programme
- The Sex and Relationships Education programme

Spiritual Development at RDUTC:

When and where appropriate, all staff at RDUTC:

- Give students the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- Give students the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- Encourage students to relate their learning to a wider frame of reference for example, asking 'why?' 'how?' and 'where?' as well as 'what?'

In addition, the following aspects of our curriculum support spiritual development:
- The Assembly programme
- The Philosophy and Ethics programme

Cultural Development at RDUTC:

When and where appropriate, all staff at RDUTC:
- Provide opportunities for students to explore their own cultural assumptions and values
- Present authentic accounts of the attitudes, values and traditions of diverse cultures
- Extend students' knowledge and use of cultural imagery and language, recognising and nurturing particular gifts and talents
- Provide opportunities for students to participate in literature, drama, music, art and other cultural events, including Hull's Freedom Festival, and encouraging students to reflect on their significance

In addition, the following aspects of our curriculum support cultural development:
- The Culture Vultures programme – See Appendix 6.
- Extra-curricular clubs
- Trips and visits to art galleries/theatre productions/sporting events/other countries which are embedded into the curriculum.

See Grid Maker for a comprehensive overview of how, when and where Social, Moral, Spiritual and Cultural development is promoted throughout the school.

Effective: **September 2019**
Review: **July 2020**

Signed:

S. Parkey
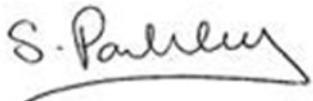
Principal

APPENDIX 1:
Independent Study (IS) Policy

Aim:
To support students to develop the following employability skills:
- Independent Learning
- Time Management
- Self-motivation
- Planning for Success

Expectations

Key Stage 4
KS4 students have three one-hour Independent Study (IS) sessions and two forty-five min. sessions per week.
IS is set by all core subjects as follows:
- English – 1 hour per week
- Maths – 1 hour per week
- Chemistry – 30 mins per week
- Physics – 30 mins per week
- Or Dual Science – 60 mins per week

Students are allowed <u>one week</u> to complete each piece of IS work.
N.B. Revision for tests should be set as IS. Students in Y10 are not expected to revise at home, although may do so. Year 11 students are expected to revise at home as well as within IS.

Prior to key assignments in option subjects, IS for option subjects replaces core subject IS - time slots are calendared at the start of the academic year

Sixth Form
IS is set by all subjects as follows:
- Subjects equivalent to one A Level – 5 hours per week per subject
- Subjects equivalent to 1.5 A Levels – 7 hours 30 mins per week per subject
- Subjects equivalent to 3 A Levels – 15 hours per week

Students are allowed <u>one week</u> to complete each piece of IS work.
Students may complete IS on site or off site.
N.B. Revision for tests should be set as IS to be completed <u>within the allotted IS time</u>, although students may choose to do more.

Roles and Responsibilities

IS is co-ordinated by the Assistant Principal Teaching and Learning working with Heads of Department.

Responsibilities of the Assistant Principal Teaching and Learning (APT&L):
- Over-see the development and implementation of the IS policy
- Report to the Governing Board Teaching and Learning Committee re the implementation of the IS policy
- Line Manage the IS Teachers who lead and supervise Year 10 and Year 11 sessions

- Quality assure the implementation of the IS policy, including the quality of IS tasks set
- Follow up on concerns re the quality of IS tasks set with the relevant Head of Department (HoD)
- Monitor the IS report in SIMs Behaviour weekly to identify students with IS issues
- Liaise with HoDs and teachers to implement effective IS intervention for students who are underachieving
- Carry out quality assurance of IS sessions (observations/learning walks/work scrutiny)
- Ensure the Professional Values and Behaviours (PVB) policy is implemented effectively as follows to reward effective completion of IS:
  - 1 stamp for IS completed on time
  - 2 additional stamps for high-quality IS
  - Written Warning for failure to compete IS on time without an acceptable reason

Responsibilities of Heads of Department (HoD):
- Liaise with the APT&L and fellow HoDs to set the IS calendar
- Over-see the setting of IS as per policy by members of their department
- Monitor the IS report in SIMs Behaviour weekly to identify students with IS issues
- Liaise with the APT&L, subject teachers and IS teachers to implement effective intervention to address IS issues with relevant students
- Carry out half-termly scrutiny of IS set by their teams, following up on any concerns identified
- Ensure the PVB policy is implemented by subject teachers to reward effective completion of IS:
  - 1 stamp for IS completed on time
  - 2 additional stamps for high-quality IS
  - Written Warning for failure to compete IS on time without an acceptable reason

Responsibilities of Subject Teachers:
- Set IS as outlined in Section B of this policy
- Ensure IS tasks set are matched to the individual abilities of each student to ensure accessibility, stretch and challenge
- Ensure students write their IS tasks in their ERLs, including the due date
- If students have literacy difficulties allow them to copy the IS tasks into their ERLs or provide a print out of the IS task to be glued into the ERL
- Provide IS help sheets/sign posts to relevant resources for students to access if they experience difficulty completing IS tasks
- Record in SIMs Behaviour if students (KS4 and KS5) are not completing IS by the deadline or to an acceptable standard
- Contact parents by phone/email if a student fails to complete IS tasks twice in a half-term (KS4 and KS5)
- Ensure the PVB policy is implemented as follows to reward effective completion of IS:
  - 1 stamp for IS completed on time
  - 2 additional stamps for high-quality IS
  - Written Warning for failure to compete IS on time without an acceptable reason

Responsibilities of IS Teachers
- Meet half-termly with the APT&L to review the implementation of the IS policy, quality assure IS tasks and identify students underachieving
- Use the PVB policy to ensure an atmosphere conducive to learning within supervised IS sessions

7

- Start each supervised IS session by:
  - establishing with each student what IS tasks need completing and by when
  - supporting students to plan which task/s is/are to be completed in each IS session
- Check throughout IS sessions that students are on task, providing support where necessary
- Direct students to relevant help sheets/support material if they require subject specific help to complete a task
- Where relevant, co-ordinate the support of additional adults within IS sessions
- Liaise by email with the relevant teacher if a student has been <u>unable</u> to compete his/her IS task
- Liaise with the APT&L, HoDs and teachers to implement effective intervention to address IS issues with relevant students
- Work with the APT&L to monitor and quality assure IS tasks (APT&L to notify the relevant HoD if teachers are not setting IS tasks according to this policy)
- Maintain the learning environments in rooms where IS sessions take place
- Maintain IS resources

APPENDIX 2
Employer Projects

Employer projects are a cornerstone of the RDUTC curriculum.   Our students have the unique opportunity to take the theory they learn and apply it to 'real' projects designed and delivered by our Employer Partners. This both extends their theoretical understanding and, crucially, enables them to develop their personal, employability and technical skills in a real-work environment.

All our projects develop the following personal and employability skills: Team Work; Leadership; Communication; Independence; Resilience. A number also develop Entrepreneurship.

1. Generic Personal and Employability Skills Projects
These are group projects which students complete within collapsed timetable days and Independent Study time, often over a number of weeks. Examples include:
- The Agile Lego Towns project (led by KCOM)
- The About our Employer Partners research project (led by Arco, C4DI, KCOM, RB, Siemens Gamesa, Smith & Nephew, Spencer Group)
- The Young Entrepreneurs project (led by Arco in conjunction with For Entrepreneurs Only and C4DI)
- The Equality and Diversity project (led by RB in conjunction with C4DI)
- The Health and Safety at Work Act project (led by Smith & Nephew, RB and Arco)
- The Get the Edge in the Job Queue project (led by Spencer Group in conjunction with Arco, BP, C4DI, KCOM, RB, Siemens Gamesa, Smith & Nephew, Trident)

Most Generic Personal and Employability Skills projects take place in Years 10 and 12 to enable students to focus on preparation for exams and applying for Apprenticeships and University in Years 11 and 13.

2. Portfolio-based Projects
These are projects which link to the qualification students are studying. As well as developing personal and employability skills, they also develop students' technical knowledge and skills. The project work is assessed as part of the qualification and contributes to the students' grades. Examples include:
- The Smith & Nephew Label Machine Maintenance project
- The Spencer Bridge project

3. Curriculum-based Projects
Students complete a project which enables them to accelerate their progress through consolidating and deepening their understanding of a subject area. The project also contextualises learning by linking it to the world of work. As well as developing personal and employability skills, these projects also develop students' technical and/or academic knowledge and skills. Examples include:
- The RB Gaviscon project in Chemistry
- The Sauce App Development project in Creative iMedia

Details of all our Employer Partner projects can be found on our website.

APPENDIX 3
Work Experience and Apprentice Recruitment Programme

Work experience is embedded into our curriculum at RDUTC and comes in many forms, including:
- Our Professional Values and Behaviours policy
- Our 'working' week
- Participation in Employer Projects, working alongside professionals from our Employer Partners, often within their businesses
- Visits to our Employer Partners
- Our Business Mentoring Programme – See CIAG Policy
- Work experience placements

<u>Work Experience Placements</u>
Work experience placements take place in the summer holidays between Year 12 and Year 13 to negate impact on student progress towards their qualifications. Participation is optional but <u>strongly</u> encouraged. Participation is closely monitor and reported to the Governing Board.

Work experience placements are co-ordinated by the Joint Heads of Sixth Form, working closely with the Governing Board Employability Skills Sub-committee. This is attended by the Heads of Human Resources from our Employer Partners.

The work experience placement programme is designed to mirror the application process for apprenticeships with our Employer Partners. It is a trial run for the real apprenticeship application process which starts in the autumn term of Year 13.

As well as developing personal and employability skills, our work experience placements give students the opportunity to find out what it would be like to work for the Employer Partners they are interested in to inform their applications. They also give our Employer Partners the opportunity to get to know students who are thinking of applying to them for apprenticeships to inform the selection process. This two-way 'try before you buy' process maximises our students' success of finding an apprenticeship within a business that 'fits' them and vice versa.

<u>Work Experience Application Process</u>
Stage 1:
Employer Partners run the Get the Edge in the Job Queue project. This covers the following;
- Information about the different selection processes used including: CVs; letters of application; application forms; references; video interviews; face-to-face interviews; psychometric testing; interview tasks
- Developing a CV
- Mock interviews with panels from the Employer Partners
- Mock group interview tasks
- Employer Partner Careers Expo
- Employer Partner presentations about their businesses, apprenticeship opportunities and career progression routes

Stage 2:
Work experience placements are advertised on the RDUTC Vacancies Board. Person Specifications and Job Descriptions are included in the application packs that students download.

Stage 3:
Students apply for placements with the Employer Partners they are interested in. They work with the Sixth Form Student Support Team to complete their applications/CVs. Mock interviews are also available on request. Students are able to apply for multiple placements with different Employer Partners.

Stage 4:
A formal selection process is followed, which mirrors the usual recruitment process of each Employer Partner. This always involves a face-to-face interview.

Stage 5:
Employer Partners inform students of whether their application has been successful. If it hasn't they have a debrief session with the relevant Head of HR.

Stage 6:
Students formally accept work experience offers.

Stage 7:
Work experience placements take place.

Apprentice Recruitment Process
The recruitment process for apprenticeships follows the same process as that for work experience placements. An Apprenticeship Expo takes place prior to the first apprenticeships being advertised to enable employer Partners to promote their vacancies and allow students and parents to discuss the opportunities available.

Founding Partners and Major Partners paying for naming rights have priority in terms of the selection process. Vacancies are advertised within RDUTC as follows:
- 1st November   Founding Partners and Major Partners paying for naming rights
- 1st December   Other Major Partners
- 1st January   Partners

Some Employer Partners advertise their vacancies exclusively within RDUTC.

All successful RDUTC students are guaranteed access to the first stage of the apprentice selection process with our Founding Employer Partners.

In February, a further Apprenticeship Expo takes place for employers who are not RDUTC Partners. This is organised by RDUTC Partner Emmerson Kitney Recruitment.

Non-partner employers are encouraged to advertise their apprenticeship vacancies within RDUTC from 1st February.

APPENDIX 4
University Awareness Programme

Raising awareness of post 18 education opportunities at university and supporting students to make successful UCAS applications should they chose university as an option, is high priority at RDUTC. Our partnership with the University of Hull is hugely beneficial to this process.

The University of Hull provides the following support:
- Delivering information sessions at the university to enable students to learn about university life and courses available
- Providing training sessions with university staff and the RDUTC Joint Heads of Sixth Form to enable students and parents to understand the UCAS application process and how to write a good personal statement
- Delivering information sessions to provide students and parents with information about university funding
- Organising for Lecturers and PhD students to deliver master classes and lectures at RDUTC and at the university to extend academic learning
- Creating opportunities for students to work on projects with PhD students at the university to extend their academic learning and gain an insight into university education

In addition, RDUTC supports students in the following ways:
- Taking Sixth Form students to the Humberside Higher Education Exhibition to find about university opportunities across the country
- Supporting the UCAS application process, including writing personal statements
- Promoting University Open Days and providing financial support for students to attend if required
- Promoting University Summer Schools and providing financial support for students to attend if required

APPENDIX 6
Culture Vulture Programme

KS4 Students are proactively encouraged to develop their cultural capital through the RDUTC Culture Vulture progamme.

Employability Rating Logs (ERLs) include a Culture Vulture Passport which encourages students to attend a range of cultural activities including:
- Theatre visit
- Museum visit
- Sporting event/fixture
- Music concert/festival
- Art gallery

Students record the cultural activity they have participated in on their Culture Vulture Passport.

The passport has three levels:
- Bronze
- Silver
- Gold

Students are awarded certificates for completing each level.

RDUTC Culture Vulture Passport

Activity	Bronze (1 visit)	Silver (2 visits)	Gold (3 visits)
Theatre Visit	Name of Theatre / Name of Production / When?	Name of Theatre / Name of Production / When?	Name of Theatre / Name of Production / When?
Museum Visit	Name of Museum / When?	Name of Museum / When?	Name of Museum / When?
Sporting Event or Fixture	Event/Fixture/Game / When?	Event/Fixture/Game / When?	Event/Fixture/Game / When?
Music Concert or Festival	Name of Festival/Band/Singer / When?	Name of Festival/Band/Singer / When?	Name of Festival/Band/Singer / When?
Art Gallery	Name of Art Gallery / When?	Name of Art Gallery / When?	Name of Art Gallery / When?
	STAMP	STAMP	STAMP

APPENDIX 7
Combined Cadet Force

The aim of our Combined Cadet Force is to provide a disciplined organisation within RDUTC so that students may develop the following personal and employability skills prioritised by the school's Employer Partners:

- Team Work
- Leadership
- Communication
- Independence
- Resilience

In addition, the CCF promotes the following qualities:

- responsibility
- self-reliance
- resourcefulness
- a sense of service to the community

The Core Values of our Combined Cadet Force match those of our Employer Partners. They are:

- Courage - we must have the moral courage to do always what is right
- Discipline - to be effective we must be disciplined
- Respect for others - show tolerance and understanding
- Integrity - we are always to be honest and sincere
- Loyalty – so that others may rely on us
- Selfless Commitment - we must do our best at all times

The RDUTC CCF is open to every student at the school. Students are able to remain a cadet until the end of Year 13 if they so wish. Cadets are encouraged to take on extra responsibility as NCOs, organising activities and, in the process, improving their self-confidence and their employability skills.

Cadets have the opportunity to take part in the following exciting activities as part of a structured training programme:

- Drill
- Fieldcraft
- Shooting
- First Aid
- Map and Compass
- Weekend Training Exercises
- Annual Camp at Catterick
- Visits to military bases
- Adventure Training
- Parade (every Thursday 1530 – 1715)

APPENDIX 8
Diving Lessons

RDUTC's Employer Partners have identified the ability to drive as an important personal and employability skill because having a driving licence:
- increases independence
- facilitates travel to and from the work place without the need to rely on public transport
- is an essential specification for many jobs

In order to give our students the edge in the competitive job market, and ensure that those from disadvantaged backgrounds are not unfairly disadvantaged, RDUTC's Founding and Major Employer Partners fund driving lessons for students.

6th Form students at RDUTC are eligible to a Driving Lessons Bursary in Year 13. This bursary is subject to the following stipulations:
- a minimum of 95% attendance in Y12
- being up-to-date with course work
- Driver Theory Test certificate

PHASE 1 – Year 12
Preparation for the Road Element and Passing the Theory Test.
Students must:
1) Apply for a Provisional Licence
2) Bring their Provisional Licence into school and register for Driving Lessons
3) Pass the RDUTC Online Initial Driver Highway Code Theory Test
4) Attend Driver Hazard Awareness Training (workshop run in school)

PHASE 2 – Year 12/13
Driver Theory Test
Students must:
1) Book, pay for and pass the Driver Theory Test.
2) Bring the certificate to Main Reception for copying. This is passed to the Finance Director to arrange the Driving Lesson Bursary to be paid into the student's bank account.

PHASE 3 – Year 13
Driving Lessons
Students start Driving Lessons. They can either use RDUTC's partner Driving School or source their own. They are required to book and pay for their own lessons using their Driving Lesson Bursary.