

Doncaster UTC: Employability Skills Policy (Including Social, Moral, Spiritual Cultural Development and British Values).

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Status	Statutory
Responsible Committee	Local Governing Body
Author	Principal: Reviewer Assistant Principal
Target Audience	All Stakeholders
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EMPLOYABILITY SKILLS DEVELOPMENT POLICY (including Social, Moral, Spiritual and Cultural Development and Fundamental British Values)

The primary purpose of DUTC is to develop employees of the future, meaning 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 provide an education driven by a blend of academic and vocational qualifications that engages all students, 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 employability 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 ten key personal and employability skills which have been prioritised by our Employer Partners:

1. Teamwork
2. Adaptability
3. Time management
4. Independence
5. Resilience
6. Determination
7. Accountability
8. Positive Attitude
9. Creativity
10. Innovative

At the start of their educational journey at DUTC 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 progress 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:

- A forty-hour week curriculum offer
- A professional dress code
- Doncaster UTCs Behaviours policy with its focus on health and safety; personal and organisational reputation; productivity and efficiency.
- The UTCs approach to independent study – See Appendix 1
- Employer Projects – See Appendix 2
- Work Experience
- Careers Information, Advice and Guidance (CIAG) programme – See CIAG Policy
- Doncaster UTC Career Fairs. DUTC runs two separate events each academic year which are attended by all our Employer Partners and many other businesses. These events enable our students to gain extensive knowledge of the career opportunities available to them.
- Doncaster Live Event. This event is open to all Further Education providers in the region and will enable 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
 - Our Reciprocal reading programme
 - Debating Club, including Youth Speaks
 - Our Sports and Well-being programme – See Sport and Well-being Policy
 - The Sex and Relationship Education (SRE) programme – see SRE policy
 - First Aid at Work qualification
 - Music Lessons
 - **Enrichment Opportunities Include:**
 - ❖ Spanish
 - ❖ Art
 - ❖ Photography
 - ❖ Film Studies
 - ❖ Statistics
 - ❖ Vex Robotics
 - ❖ Sport Sessions
 - ❖ Employer Led Sessions

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 Citizenship programme, Behaviours Policy, Employer Projects and our Personal Development Curriculum.

The themes of the texts that Key Stage 4 students read in the 'Must Reads' programme cover Fundamental British values. Students are encouraged to discuss these with English Teachers, Learning managers and parents.



Democracy, the Student Voice and Student Council

Students learn about democracy and contribute to democratic leadership within the school via a proactive and democratically elected Student Council which will meet fortnightly.

The Student Council will have representatives from each tutor group who are responsible for ensuring the Student Voice is heard by the Student Council.

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

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

Social, Moral, Spiritual and Cultural Education (SMSC)

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.

All of Doncaster UTCs Schemes of Learning will explicitly outline SMSC.

Social Development at DUTC:

All staff at DUTC:

- 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 programmes
- 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 DUTC

All staff at DUTC:

- 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
- Actively 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 programmes
- 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 DUTC:

When and where appropriate, all staff at DUTC:

- 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?'

Cultural Development at DUTC:

When and where appropriate, all staff at DUTC:

- 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:

- Enrichment Opportunities
- Trips and visits to art galleries/theatre productions/sporting events/other countries which are embedded into the curriculum.

