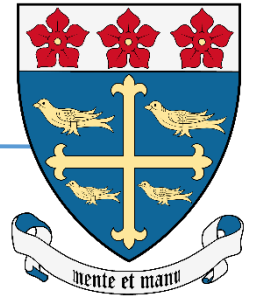


Queensferry High School

Supporting Positive Destinations

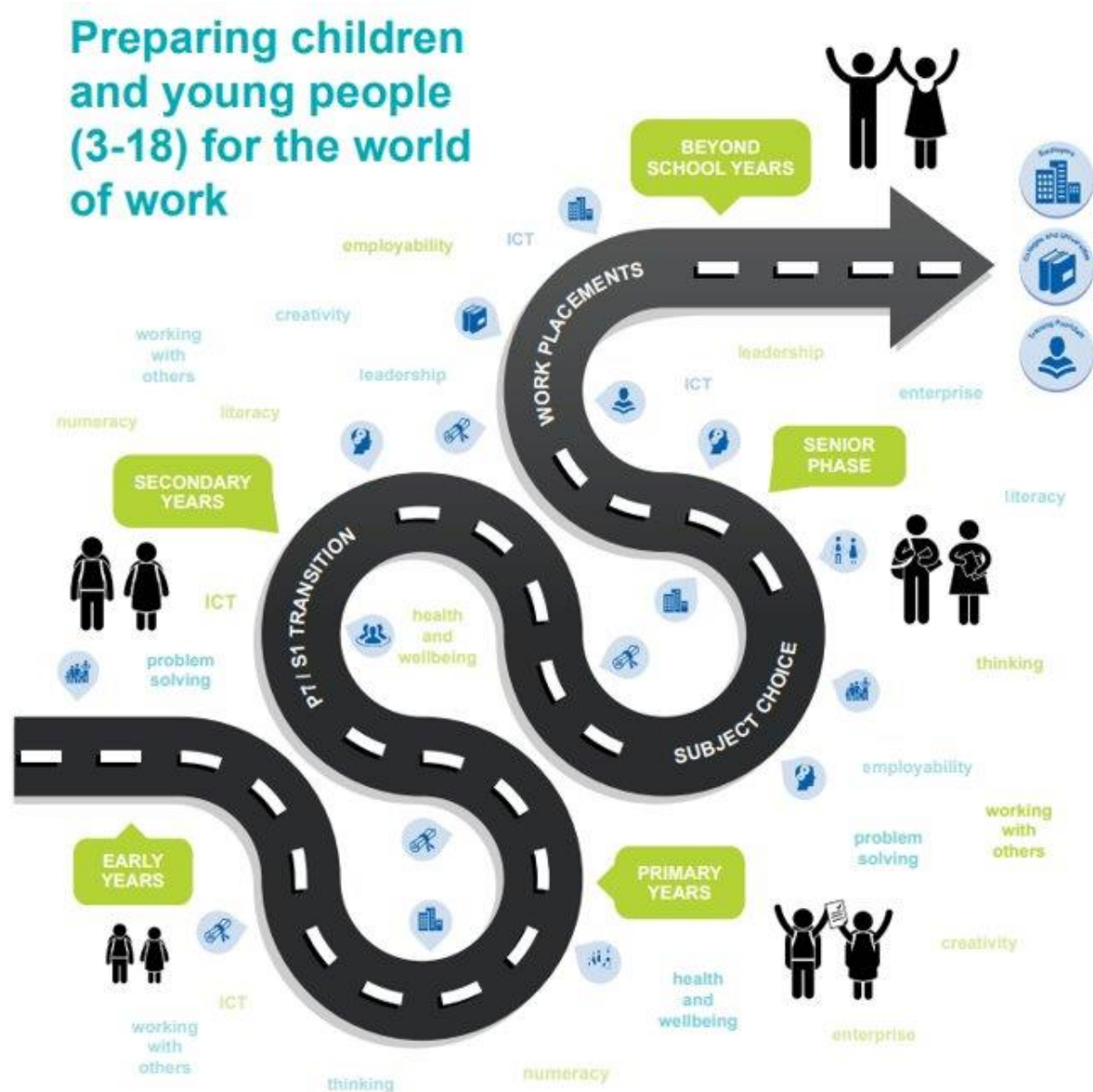


Foreword

The [Career Education Standard](#) supports young people on their journey in their careers destination and ultimate provides the scaffold to successful transition from school into a positive destination.

The standard recognises universal and targeted supports are required, in collaboration with external partners, to help young people develop their skillset while engaging in a variety of experiences to make informed choices about their next steps.

This document outlines the approach we take at QHS to building skills, bringing or curriculum to life and preparing our young people for the world beyond QHS.



Education Scotland, 2015

Skills Academies

At QHS, we are promoting personalisation and choice for our young people while building skills through learning they are passionate about. As young people join QHS, they'll be able to select from a wide range of academies, developing skills through S1 and S2 before applying these in their S3 curriculum and beyond.

To align our young people's experiences while encouraging freedom and creativity, we use [Skills 4.0 – A skills model to drive Scotland's future](#) to frame their learning. Skills Development Scotland have proposed a set of meta-skills, which we use to anchor their experiences i.e. regardless of the subject matter being explored, as focus on each skills ensures consistency of progress in learning.

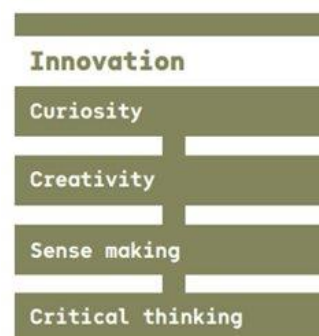
S1 → Innovation - Create our own change

Curiosity – Observation, Questioning, Information sourcing

Creativity – Imagination, Visualising, maker mentality

Sense making – Pattern recognition, Synthesis, Analysis

Critical thinking – Deconstruction, Logical thinking, Judgement



S2 → Social Intelligence – Connect with the world

Communication – Receiving, listening and giving information

Feeling – Empathy, Social conscience

Collaborating – Relationships, Teamwork, Social perceptions

Leading – Influencing, Motivating, Developing others

S3 → Self Management – Manage the now

Focussing – Sorting, Attention, Filtering

Integrity – Self awareness, Ethics, Self control

Adapting – Openness, Adaptability, Self-learning, Resilience

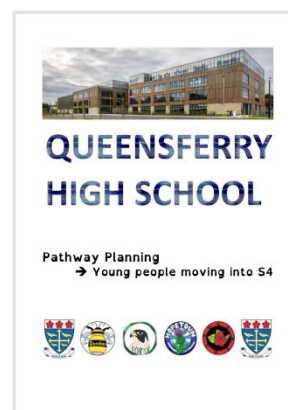
Initiative – Courage, Decision making, Self belief, Responsibility



Tracking / Monitoring → Each of these skills are tracked and development is reported home to parents/carers. This allows us to build a skills profile for each of our young people as they move into the senior phase and celebrate their strengths while identifying their areas for further development.

Pupil Support

The key focus of our Pupil Support team is to support young people in planning for Choices and Change. Transitions through school are the foundation to setting young people on a pathway to success in the portfolio of qualifications they accumulate through the Senior Phase and allowing them access to the widest possible range of opportunities at their point of exit.



The work of our pupil support team has two key points of focus:

- ✓ **Curriculum for Excellence: Health and Wellbeing Experiences and Outcomes – [Planning for Choices and Change](#)**
Helping our young people to clarify aspirations and make informed choices to maximise potential

Second	Third	Fourth
<p>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.</p> <p>HWB 2-19a</p>	<p>I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.</p> <p>HWB 3-19a</p>	<p>Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.</p> <p>HWB 4-19a</p>
<p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.</p> <p>HWB 2-20a / HWB 3-20a / HWB 4-20a</p>		

- ✓ **[Career Management Skills](#)**
Supporting our young people to understand their strengths and areas for development, discover careers which fit their passions, explore the possibilities open to them and embrace the supports available to help them succeed.



Key Partner → Skills Development Scotland (SDS) Careers Adviser – our [school based careers adviser](#) and their colleagues at SDS are our key partner in supporting young people to develop these skills and make informed choices.

Our partnership agreement highlights the following focus to their work:

Curriculum Planning

Throughout our curriculum we embrace interaction and partnership which helps to bring our curriculum to life.

Broad General Education (S1-3) → Throughout our curriculum in the Broad General Education (S1-3) we follow themes from the [Career Management Skills](#) to help tie our curricular experiences to the world of work:

S1 → Self & Strengths – Understanding their skills and qualities, building their skills through a broad range of curricular opportunities and developing values which will support their future success

S2 → Horizons – Exposure to the possibilities which their experiences afford them in the future. Focus on informed choices moving into subject specialisation to ensure appropriate pathways.

S3 → Networks – Following specialisation, experiencing subject and sector specific interactions to build on the supports available to our young people to fulfil their aspirations

In March of each year, we host a careers fair, inviting a wide range of employers and training providers to engage with our young people.

This experience is designed to highlight the exciting opportunities available to them, give specialist insight and enthuse young people about their future possibilities.

Senior Phase (S4-6) → In the senior phase, our focus is on application of skills. Young people have the opportunity to achieve personal development, employment and work based qualifications through units of or completing the National Progression Award in [Employability and Enterprise](#). We work to secure partnerships based on the qualifications we deliver to enrich these experiences and provide targeted support to transition to employment or training in these areas.

We support young people to access:



Mock Interviews



Work Experience



Open Events

DYW

EDINBURGH, MIDLOTHIAN
& EAST LOTHIAN
Developing the
Young Workforce

Key Partner à DYW Co-Ordinator – our DYW co-ordinator supports our curriculum teams to develop sustainable partnerships which benefit our young people, using the engage, collaborate and influence model of partnership working.

Community Partnerships

The Strategic Toolkit for maximising employer engagement in school, provides a framework to identify a range of partnerships to meet the needs of partners and schools:

Engagement → likely to involve a one-off activity by an employer such as an interview session or a career activity.

Collaboration → a longer-term commitment between the employer and the school, such as regular contextualised learning or work experience.

Influencing → a long-term partnership where the employer has considerable influence on the curriculum offer of the schools through, for example, an employer contributing to lessons in the classroom

	Engagement	Collaboration	Influencing
Type of partnership	<ul style="list-style-type: none"> Likely to be a one-off activity Involving numerous employers in one event Use of Marketplace and Founder4Schools to provide an employer offer to schools 	<ul style="list-style-type: none"> More than just a one-off activity; increased frequency of activity Commitment by the school and an employer to develop future activities Employer starting to influence curriculum 	<ul style="list-style-type: none"> Long-term, planned and sustainable partnership Likely to be with only a single or small number of employers with significant influence on curriculum offer Structured, more intensive activity focused on long-term needs and aspirations of learners with clear links to the labour market Mutual professional development between school staff and employers
Type of activities	<ul style="list-style-type: none"> Interview sessions Career talks/event/fairs Skills event Mock interview Workplace visit Practical demonstration in the learning environment 	<ul style="list-style-type: none"> Formal employability or subject-specific inspirational activities/awards Work experience placements Contextualised learning 	<ul style="list-style-type: none"> Regular delivery of an activity Training visits to employers for teachers Employers inputting to improvement plans and educational strategies School and employers engaging with SDS's regional manager to understand local labour market Employers sharing future workforce planning with school Mentoring Supporting Foundation Apprenticeships

(DYW, 2019)

In our partnerships, we use the following elements of partnership to promote positive and sustained impact:

Best Practice	What does research say?	QHS Strategy
Starting early	Children develop career aspirations at an early age and their socioeconomic background and gender influences their aspirations.	Strong links with our cluster primary schools with shared vision, resources and strategy
Volume matters	The more often young people engage with employer, the more likely it is that they are successful in their transition to work	Planned partnerships across Skills Academies, Pupil Support, the Wider Curriculum and careers fairs allow for continuous high quality interactions.
Timing matters	Different employer engagement activities have different roles depending on the stage that young people are at on their educational journey	Strategic planning for different focus across Broad General Education and Senior Phase allows for age/stage appropriate interventions.
Tailoring activities	While some young people benefit more from sustained engagement, others benefit more from targeted intervention (e.g. CV training)	Our 16+ group aims to provide targeted interventions designed to meet the needs of individuals alongside the universal offer.
Variety of engagement	Considering all of the above, young people benefit from having a variety of engagements with employers.	Our planning allows for engagement through lessons, extra-curricular activities and opportunities to engage out with school.
Quality matters	The more helpful young people find an employer engagement activity, the greater its impact on their transition to the world of work.	A continuous cycle of evaluation allows us to listen to feedback of key stakeholders to ensure quality and impact of experiences.

Universal & Targeted Supports

To allow appropriate planning to be in place to support successful transitions to positive destinations beyond school, we have a number of universal and targeted supports which are in place:

Universal supports



Aspirations – We track our young people’s aspirations for their transition from school. The information we gather helps to inform our curriculum offer, the partnerships we seek and the opportunities we advertise to ensure they meet the need of our groups of young people as they reach their point of exit. From the beginning of S3 we gather the following data (updated yearly as appropriate):

- ✓ Point of Exit – End of S4, Christmas of S5, End of S5, End of S6
- ✓ Destination Aspiration – Volunteering, Employment, Apprenticeship, College, University
- ✓ Career Aspiration – The role or sector a young person aspires to work towards.



Pathway Planning – At each point of transition, our young people have the opportunity to have planning interviews with key adults in school. All young people can book an appointment with our school based careers adviser and they will have a review of choices with their Pupil Support Leader or House Depute Headteacher.

Targeted Interventions

Attendance – We track and monitor each young person’s attendance to identify those at risk of not successfully sustaining a transition to a positive destination. Pupil Support Leaders will provide support to young people to build routines and work within boundaries while reaching out to families as appropriate.



Attainment – We track and monitor each young person’s attainment to identify those at risk of underachievement. We have a programme of interventions which will be utilised to help a young person reach their potential and therefore allow them access to the widest range of opportunities possible. These interventions are led by subject teams and their Curriculum Leaders. Where a young person is underachieving in a number of areas, their Pupil Support Leader will co-ordinate the interventions.



16+ forum – Our 16+ forum allows key adults in school (Pupil Support Leaders and Depute Headteacher) to meet with a range of partners to support young people in moving to positive destinations. The work of this group focussed on supporting young people with potential barriers to transition:



- ✓ Care Experienced
- ✓ Young Carers
- ✓ Additional Support Need (on an individual basis)
- ✓ Attendance (continuing barrier)
- ✓ Attainment (continuing barrier)

Key Partners

SDS Advisers –

- School Based
- Post School
- Care Experienced



DYW School Co-Ordinator



No One Left Behind - Activity Agreement Adviser



Edinburgh College School Link



Parental support

The career education standard outlines key areas where parents/carers can influence and support their young people in reaching sustained positive destinations:

Parent/Carer Influence	QHS Support
<p>Work in partnership with schools to support career education and share skills and knowledge as employees or employers where appropriate</p>	<p>Our annual business breakfast, held in June each year, allows us to highlight our current partnerships and outline how parents/carers can become involved in supporting positive destinations.</p>
<p>As key influencers, be better informed and equipped to discuss options with their child and offer support in making choices.</p>	<p>In January each year, we will publish updated Pathway Planning booklets. These will outline the opportunities available to our young people and signpost areas of further information to allow parents/carers to support their young people in course choice. In addition, in person events will be hosted in school yearly (before choices are due) to support with timely information and allow the opportunity to feedback or seek more information.</p>
<p>Be informed of their child's progress in gaining skills and will discuss that with his/her practitioner/teacher</p>	<p>Our curricular reports will include skills progression for our S1-3 pupils, helping to build a profile of their strengths and areas for development. Pupil Support Leaders are available to discuss their progress by contact through the school office or on parent/carer evenings for each year group, S1-6.</p>
<p>Discuss their child's ambitions and appropriate learning pathways with teachers/ practitioners</p>	<p>Through tracking and monitoring of aspirations beyond school, we will share this information with parents. Should this be an area of concern or in need of further information, Pupil Support Leaders are available to discuss their progress by contact through the school office or on parent/carer evenings for each year group, S1-6.</p>

Parent/Carer Influence	QHS Support
<p>Be able to request a discussion with a Career Adviser and their child to inform subject and career choices</p> <p>Have access to a Career Adviser and information on CMS and how to support their child/young person to make informed choices about future career pathways.</p>	<p>Appointments are available with our school based careers adviser – please contact your young person’s Pupil Support Leader to arrange.</p> <p>Alternatively, appointments are available with the central Skills Development Scotland team through their regional office in Shandwick Place – 0131 718 2040</p> <p>More information on Career Management Skills can be found here.</p>
<p>Have access to career information through dedicated websites, including My World of Work</p>	<p>A selection of websites with excellent information catered to helping parents/carers to support their young people:</p> <ul style="list-style-type: none"> ✓ Skills Development Scotland - What we do Skills Development Scotland ✓ Developing the Young Workforce - Parents (dyw-edinmideast.com) ✓ My World of Work - Support for parents and carers My World of Work ✓ Edinburgh Guarantee - Home – Edinburgh Guarantee

Career Education Standard

As leaders of learning for young people, the expectations on school staff in supporting young people to reach sustained positive destinations is defined by the Career Education Standard. Below, we will map out the entitlements of young people, expectations of school and our planning in response:

Young Person's Entitlement	Expectations of School Staff	Strategic Planning
<p>Experience a curriculum through which they learn about the world of work and job possibilities and which makes clear the strengths and skills needed to take advantage of these opportunities</p>	<p>Work with a range of partners including parents/carers, employers and other practitioners to design and deliver an appropriate personalised curriculum that takes account of: – the individual needs of children and young people; and – genuinely equips them for learning, life and work in all settings including colleges and other learning providers facilitate young people's learning and their ability to engage with a rapidly developing landscape of work/career and learning opportunities</p>	<p>Through Skills Academies in S1-3 and a wide range of partnerships throughout their curriculum, our young people have the supported needed to develop, nurture and reflect on their strengths while having the ability to apply their skills to meet the challenges ahead.</p> <p>Targeted support is in place for our young people accessing Support for Learning, our Wellbeing Hub and the Enhanced Support Base.</p> <p>All learners have access to individualised support from their Pupil Support Leader.</p>
<p>Develop skills for learning, life and work as an integral part of their education and be clear about how all their achievements relate to these</p> <p>Opportunities to engage in profiling that supports learning and the development of skills for work and future career choices</p>	<p>Engage children and young people in meaningful discussion about their skills development and assist them in profiling to support their career journeys</p> <p>Through professional learning and having access to up-to-date resources, develop and maintain an awareness of the opportunities in the labour market and the attributes and skills needed to take advantage of these</p>	<p>Our Skills Academies help develop our young people's skills for life, learning and work. These skills are collated to provide a profile for each learner which is then applied to their Employability and Enterprise curriculum in S4 PSE.</p> <p>Profile generation supports discussion with parents/carers, pupil support leaders and careers advisers to allow young people to make the most of their strengths.</p>
<p>A learning environment that recognises and promotes diversity and supports them to understand that it is everyone's responsibility to challenge discrimination</p>		<p>Our Equalities Policy at Queensferry High School outlines our approach to promoting diversity and challenging discrimination in all forms</p>

Young Person's Entitlement	Expectations of School Staff	Strategic Planning
<p>Know where to find information and access support making effective use of online sources such as My World of Work</p>	<p>Make use of relevant digital and online resources, in particular My World of Work (supported by training)</p>	<p>Through Skills Academies in S1-3, young people are supported to engage with the MWOW resources relevant to their area.</p> <p>Through S4 PSE and the Personal Development – Self unit, young people explore their strengths and areas for improvement through the MWOW tool.</p> <p>Young people are encouraged and supported to use the Subject tool as part of their Pathway Planning process.</p>
<p>Develop CMS as an integral part of their curriculum</p> <p>Further develop CMS through the involvement of SDS Career Advisers in group and individual sessions as appropriate to personal circumstances and needs</p>	<p>Encourage diverse thinking in children and young people to consider a broader view of subject choices, career options and job opportunities</p> <p>Take account of individual needs when planning to support children and young people with career information and guidance (CIAG) and draw on the expertise and support of partners as appropriate.</p>	<p>Career Management Skills are an integral part of personal development throughout both PSE lessons and their yearly DYW focus in their wider curriculum.</p> <p>This helps young people to make informed choices, leading to optimised subject specification and therefore opportunities post school.</p> <p>Our school based Careers Adviser delivers groupwork in each year from S1-4 to support the development of CMS. Individual appointments are available for those requiring targeted support.</p> <p>The development of our young people towards making a transition to sustained positive destinations is tracked and monitored with interventions led by key partners in our 16+ forum.</p>

Young Person's Entitlement	Expectations of School Staff	Strategic Planning
Develop understanding of the responsibilities and duties placed on employers and employees	Develop children and young people's understanding of the responsibilities and duties placed on employees and employers	Through S4 PSE and the Preparing for Work unit, young people explore and develop their understanding of the roles and responsibilities of employers and employees
Develop understanding of enterprise, entrepreneurship and self-employment as a career opportunity	Relate relevant learning experiences and skills development to the labour market and employment opportunities including entrepreneurship and self-employment	Through S4 PSE and the Enterprise (Working for Yourself) unit, young people explore and develop their understanding of entrepreneurship and self-employment
Have access to a broad range of pathways through their senior phase including learning opportunities leading to work-related qualifications.	Further develop links with employers, work-based learning pathways, work placements and a wide choice of options in the senior phase of education, with appropriate support from DYW Regional Groups, SDS and local authorities	<p>Yearly Curriculum Audit meetings and Partnership evaluation ensures that young people have access to a curriculum designed to meet aspirations and labour market intelligence.</p> <p>In S4 all young people have opportunity to gain SCQF accredited qualifications related to Employability and Enterprise. Partnership working allows young people to gain work specific qualifications e.g. Construction and Professional Cookery qualifications in conjunction with Edinburgh College.</p>