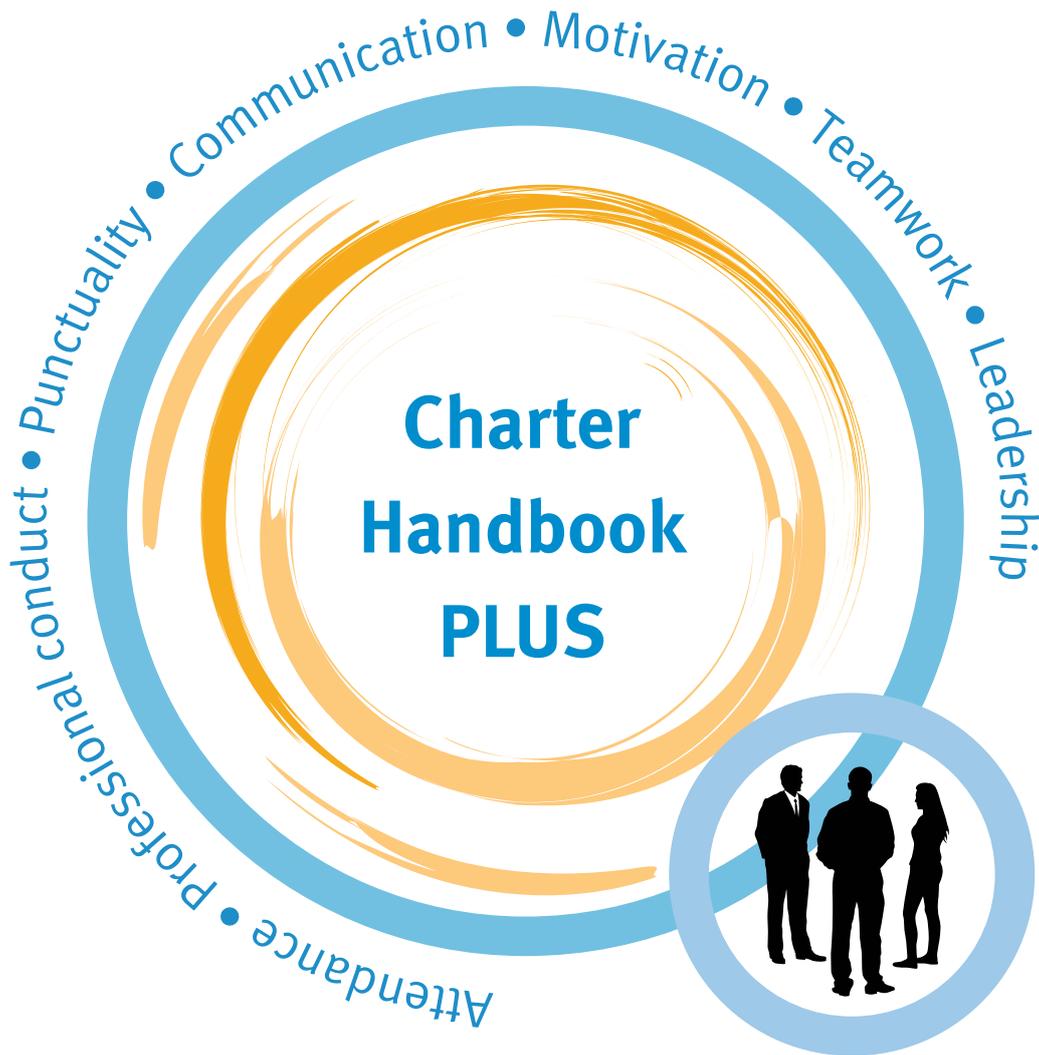


Employability for Life



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Employability for Life Charter PLUS

The **Employability for Life Charter PLUS** has been written to meet the growing needs of post-16 students and their schools, colleges and work based learning providers. It provides an ideal progression from the Charter offered to learners at key stage 4. Charter PLUS can support the post-16 Study Programme.

It is considered that as more learners remain in some form of education or training post-16 the need to be able to demonstrate their 'softer' skills is going to become ever more important as they make their way into the world of work, apprenticeships or Further Education/Higher Education. Many universities have developed similar employability schemes. This award can provide support for young people's UCAS personal statement through demonstrating non academic achievement.

The criteria for Charter PLUS has been written to reflect the different pathways and learning opportunities for post-16 learners namely;

- a) Professional Conduct (to include attendance, punctuality, appearance and behaviour),
- b) Motivation Commitment and Achievement,
- c) Communication,
- d) Teamwork and Leadership,

This builds upon the good practice of the original Charter and Essex County Council would like to thank members of the Castle Point and Rochford panning group in particular SEEVIC, The Appleton School, The King Edmund School, The King John School and Greensward Academy.

Through the Charter there is an opportunity to ensure that students at pre and post-16 are prepared for working life with the fundamental skills/standards required of a full time employee. It is envisaged that every learner will leave their place of learning at 16 or 18 with an Employability For Life Charter (EFL) or Charter PLUS at either Gold, Silver or Bronze level.

Charter PLUS will endeavour to ensure that every learning provider follows the requirements below:

- The standards indicate personal qualities rather than particular skills
- All levels are achievable to all learners
- Each learning provider will endeavour to work with business partners to promote the award and preparation for employment

Employability for Life Charter PLUS

The Charter PLUS has many **benefits** for students. It accredits the standards that the majority of students use on a daily basis with regards to communication, behaviour and attitude towards their studies. It can also be an indicator of future career pathways and areas in employment where the students may have particular strengths. As well as this, Charter PLUS acts as a motivator for students who work hard every day and deserve a recognisable award that employers understand.

Charter PLUS also **benefits** the employer, who will know that when a young person presents their EFL charter at interview, they will have reached a required standard and have the certificate as evidence of their achievements. This will mean that young people are now entering the world of employment prepared to be challenged and able to demonstrate persistence, think flexibly and use their initiative.

There are also huge positives for learning providers if learners can successfully achieve a recognised level. The accreditation will give 'currency' to all the standards that learning providers expect of their learners on a daily basis and which are outlined in the learning providers rules. There will hopefully be an upturn in qualifications gained, as learners will be more motivated and have an understanding of what is expected of an employee in the working world.



The Confederation of Business Industry

The Confederation of Business Industry (CBI) called for young people to develop the behaviours and attitudes in everything they do, not just through academic subjects. (First steps: A new approach for our schools 2012).

Characteristics, values and habits that last a lifetime

The system should encourage young people to be	This means helping to instil the following attributes	Pupils will, for example
Determined	Grit, resilience, tenacity Self control Curiosity	Finishing tasks started and understand the value of work Learn to take positives from failure experienced Work independently and be solutions focused Pay attention and resist distractions Remember to follow directions Get to work right away Remain calm even when criticised Allow others to speak without interruption Be eager to explore new things Ask and answer questions to deepen understanding
Optimistic	Enthusiasm and zest Gratitude Confidence and ambition Creativity	Actively participate Show enthusiasm Invigorate others Recognise and show appreciation for others Recognise and show appreciation for their own opportunities Be willing to try new experiences and meet new people Pursue dreams and goals Identify and develop new ideas
Emotionally intelligent	Humility Respect and good manners Sensitivity to global concerns	Find solutions during conflicts with others Demonstrate respect for feelings of others Know when and how to include others Be polite to adults and peers Be aware of pressing global issues, and contribute to leading society internationally

The Charter PLUS helps to develop these skills

Engaging with Employers

New markets and industries are emerging all the time and the demand for higher level skills in the workforce continues to increase. A tough labour market means that all young people need to be business and customer aware. They also need the underlying skills that will enable them to succeed in any job. They must have good employability skills including the ability to solve problems, work in a team and manage their time effectively. Employers are looking for a 'can-do' attitude, flexible approaches to work, keen to learn and to show initiative and demonstrate ambition.

These changes have implications for the learning experiences and support that schools/colleges/training providers offer young people. These may include:

- Structured learning experiences that promote young people's future economic wellbeing and help them to make the most of changing opportunities in learning and in work
- High quality IAG that help young people take control of their future and make learning and work choices that best reflect their strengths and abilities
- New approaches to raising aspirations and challenging stereotyped and traditional choices
- More opportunities for young people to gain first-hand experience of the workplace and to make contact with employers
- Developing a skilled workforce for the future

Activities that will support the young people achieving the Charter PLUS include:

- Work experience, work shadowing, work tasters, work related learning, careers, education, mentoring, coaching and IAG
- Applied and vocational courses
- Personal Development courses
- The ability to put together a portfolio of evidence

The Charter PLUS helps to develop these skills

Engaging with Parents

Parents remain the single most important influence on young people's learning, aspirations and career choices. Parents can be encouraged to support their son/daughter in working towards and improving their overall grade of the Charter PLUS through a number of means:

- Information on the school/college/work base learner website - outlining what Charter PLUS is about
- How they can help either directly or indirectly, through working with the learning provider to
 - Deliver some of the activities, arranging to take students on work placements or tasters
 - Act as mentors/role models/business champions
 - Ensure they are punctual and attend
 - They contribute to evaluating the Charter's progress

Engaging with Governors

School and college governors can help to improve the quality of provision by using their particular knowledge and skills (for example, business and financial skills) in playing an active role in helping schools/colleges to adopt best practice. This includes the Employability for Life Charter.

How can governing bodies' best support the Charter?

- The governing body should ensure there is a statement in place in the overall school/college/centre improvement plan
- It should appoint a link governor to support the staff, parents and students in achieving the Charter
- It should ensure there are regular (at least annual) opportunities for the full governing body to receive an input from the individual governor and staff

The potential benefits to governors include:

- Recognising and celebrating success
- Developing relationships with the staff
- Understanding the environment in which teachers teach and students learn
- Seeing policies and schemes of work in action
- Informing decision making
- Finding out what resources are needed and prioritising them
- Promoting understanding between teachers and governors

How to get involved

The Head Teacher/Principal/Work Based Learning Provider are invited to 'sign up' for the Charter PLUS.

- Essex County Council acknowledges interest and informs the following:
- Employability and Skills Unit - ECC
- Transitions Pathway Service - ECC
Chair of the APG and employer engagement officer (where appropriate) of the school/college/provider centre's interest
- Education Business Partners

The centre in signing up, identifies the senior member of staff with lead responsibility for 'Employability For Life' and includes contact details with preferred email address, telephone and fax number.

Essex County Council will support the Charter PLUS through:

- Raising awareness sessions through the local and Planning Groups which will include:
- A 'walk through' the process and standards
- Moderation procedures with key dates for 'quadrant' moderation
- Random sampling by central team
- Appeals Process
- Certificates issued

The student and form/course tutor will begin to measure the student against the criteria early at a time appropriate to each learning provider in readiness for transition. After this the Head of Year or senior tutor will verify the grades against how the student has performed on a whole school/college/training provider level. Students will be informed of their current level in good time to enable them to have an opportunity to improve this over the last two months at their centre for learning and to meet any moderation deadlines.

The Head Teacher/tutor will ensure that there are sufficient members of staff in the school/college/centre, who understand and can provide Quality Assurance to the Charter. This will include meeting with other schools and members of the local IAG Planning Groups to be able to discuss progress and areas of development. Moderation meetings will take place across the four quadrants of the local authority. The appeal process will need to be completed by the end of May. Final assessment levels are then submitted to the IAG Participation Consultants Team at County Hall who will issue certificates.

How to build a portfolio

The Portfolio of Evidence consists of material that shows how the establishment and its students meet the criteria laid down for the Employability for Life Charter PLUS.

The material should preferably be presented in a loose-leaf folder and will include:

- A cover page
- A table of contents
- The moderation grade sheet
- A current CV and personal statement
- The evidence, with each piece numbered or coded against the five criteria, and a key showing which criteria it satisfies against the relevant criteria
- Evidence of a minimum of two interactions with employers
- The portfolio will contribute to the overall score

It is essential that where standard forms are given, they are used when compiling the Portfolio. This will ensure that there will be no misinterpretation or misunderstanding of evidence.

Each of these is described in the following sections.

The Cover Page

The cover page should contain the name and address of the establishment, the name of the contact person involved, the student's name and the date of the submission of the Portfolio.

Evidence

Please do not feel that you must collect as much evidence as you can. If a criterion has been satisfied by one piece of evidence, then more is not needed.

Evidence is the material which you believe demonstrates that the student meets the criteria laid down for the Charter. Much of the evidence is straightforward. Evidence should be 'current' and in use at the time of submission. It should also include the date it was generated to prove this currency. Where it is signed, the title and responsibility of the person signing the evidence should be stated.

Each piece of evidence should be numbered or coded because the same piece of evidence can be used, if appropriate, to satisfy more than one criterion. To support the award you might wish to include policies by highlighting relevant statements. You may also wish to use print outs of attendance from your MIS/CMIS database.

Point Score

Maximum = 40 points	Overall Grades
Gold = 6 - 8 points	Gold = 32 - 40 points
Silver = 4 - 5 points	Silver = 20 - 31 points
Bronze = 1 - 3 points	Bronze = 12 - 19 points

Evidence Cross-Referencing Form - Charter PLUS

Level _____

Criteria	Numbered Sources of Evidence (See table of contents)	Why the Evidence Has Been Included Statement from student	Notes on the Evidence Presented Comments from moderator/employer(s)
Professional Conduct Attendance Punctuality Appearance Behaviour			
Motivation Commitment Achievement			
Communication			
Teamwork & Leadership			

Supportive Evidence From Employer Engagement

Employer(s)	Activity	Date
1.		
2.		
3.		

Employability for Life Charter PLUS Standards

Professional Conduct, Attendance, Punctuality, Appearance and Behaviour

- Gold**
- 100% Attendance Overall
 - No lates
 - Always dresses appropriately for the situation/occasion
 - Outstanding contribution to life of organisation
 - 100% effort on residential trip or extended work placement
 - Commitment to a part time job (not detrimental to school work)
 - Excellent work placement report
 - Representing organisation at local/national level
 - Excellent role model, e.g. ambassador, head, girl/boy, prefect/team leader
-

- Silver**
- 98% attendance overall
 - No more than 2 lates in a year
 - Many examples of appropriate dress
 - Participation in a range of events demonstrating desired behaviours
-

- Bronze**
- 95% attendance overall
 - No more than 3 lates in a year
 - Some examples of appropriate dress
 - Some participation in extra events, demonstrating desired behaviours
 - Safe working practises

Employability for Life Charter PLUS Standards

Motivation, Commitment and Achievement

Gold

- Completion of a YAS (Open University unit)
- Excellent portfolio (e.g. BTEC, NVQ, City & Guilds, art and design, CoPE)
- Achievement of a technical certificate
- Achievement of Level 2 English/Maths (post 16)
- Jack Petchey Award
- Duke of Edinburgh completion (any level)
- Student of the year award
- Apprentice of the year
- Outstanding sports contribution (over time or record break)
- Long term volunteering commitment
- Long term community service commitment
- Exceeding target grades
- Consistently producing outstanding work
- Passing driving test
- Career Academy completion
- World Challenge, Global Fellowship
- Comenius Projects
- Securing offer of employment or FE/HE progression offer

Silver

- Student of the month award
- Employee/apprentice of the month
- Outstanding project or coursework
- Volunteering or community commitment (term) - may involve working with primary schools or senior citizens
- Taking part in an extra course or summer school
- Completion of an additional training course at school/college or at work, e.g. first aid, MAKATON, NVQs

Bronze

- Contribution to a sporting event/team
- Contribution to team building event
- Membership of an extra curricular club (duration/term)
- Contributing to an assembly
- Making a positive contribution to a discussion/presentation
- Making a positive contribution to a work based project.
- Subject award
- Attendance on trip/visit/careers fair Outstanding piece of HW or classwork

Employability for Life Charter PLUS Standards

Communication

Gold

- Competition winner (external)
- Public speaking/Debating society
- Participation in Tall Ships (or equivalent)
- Excellent Work placement/employer report
- Representing organisation at local/regional and national level

Silver

- Participating in dance/drama/music event
- Small public speaking role
- Competition winner (internal)
- Peer mentoring/paired reading
- Participation in interview panels for staff
- Good Work placement/employer report
- Peer mentoring/paired reading
- Catering for an event

Bronze

- Production of original or creative work
- Contribution to class/work based discussion or presentation
- Contribution at enterprise event or similar
- Competition entry
- Satisfactory Work placement report
- UCAS/job personal statement

Employability for Life Charter PLUS Standards

Teamwork and Leadership

Gold

- School/College council representative
- Head boy/girl/prefect or ambassador
- Long term commitment to Volunteering or charity event
- Leadership or team work in extra curricular club or hobby outside school
- Sports team/captaincy
- Involvement/Managing director of young enterprise group
- Involvement in/Running a project, e.g. school magazine
- Work place commendation for leadership or team work
- Progression to a supervisory role within apprenticeship employment
- Representing their employer
- Actively contributes to the debating society

Silver

- Tutor rep
- Organising a charity event
- Involvement in debating/school magazine/performing arts
- Peer mentoring
- Helping out at external employer events
- Helping out at external apprenticeship events
- Acting as a general guide on open day
- Organising charity events

Bronze

- Participation in team event or school-based activity (enterprise wk, insight into leadership etc)
- Membership of committee
- Classroom based leadership
- Assisting with individual faculty areas on open day
- Helping out at internal employer events
- Helping out at internal apprenticeship events
- Attendance at various trips and workshops

Evidence for Professional Conduct Standard

Attendance, Punctuality, Appearance and Behaviour

Gold Attendance rate is 100% and there are no instances of lateness. (Excluding evidenced medical issues, transport problems, Open Day visits and job interviews). The organisation's dress code is adhered to at all time. Appropriate dress is worn for the activities being undertaken. For example: Steel toecap boots are worn in workshop; the correct uniform is worn in the salon; the Sixth Form dress code is followed in school. Has been very reliable. Behaviour has been of an extremely high standard at all times. Always able to work safely and understands the safety needs of the working environment.

Silver Attendance rate is 98% and there are 1 - 2 instances of lateness. (Excluding evidenced medical issues, transport problems, Open Day visits and job interviews). The organisation's dress code is generally adhered to at all time. Appropriate dress is usually worn for the activities being undertaken. For example: Steel toecap boots are worn in workshop; the correct uniform is worn in the salon; the Sixth Form dress code is followed in school. Has demonstrated a good level of reliability. Behaviour is of a very good standard and this allows them to work safely and consider the needs of others around them.

Bronze Attendance rate is 95% and there are no less than 3 instances of lateness. (Excluding evidenced medical issues, transport problems, Open Day visits and job interviews). The adherence to the organisation's dress code is good but occasional reminders of expectations are given. Appropriate dress is generally worn for the activities being undertaken. For example: Steel toecap boots are worn in workshop; the correct uniform is worn in the salon; the Sixth Form dress code is followed in school. They understand the need to be reliable. Is able to demonstrate the basic levels of behaviour which allows them to work safely.

When submitting evidence for this part of the portfolio students must produce dated and signed witness statements to support the evidence. (This can be a Sixth Form tutor, an employer or work based learning provider or a work experience supervisor) Photographic evidence of "working" uniforms can be submitted.

Evidence can also reflect attendance on residential trips & visits; work experience; school based activities such as Insight into Leadership (a three day course) and so on.

Evidence for Motivation, Commitment and Achievement Standard

Gold

Has shown persistence and demonstrated sustained levels of self-motivation and a high level of commitment. Has demonstrated the ability to work extremely well under pressure. Does not give up no matter how hard it is to find the answers or solutions. During this time has shown initiative and problem solving skills relevant to the task in hand. Has proved to be able to think flexibly and work within guidelines and an ability to work independently. Able to deal with pressure and think clearly when necessary. Personally shown an exceptional level of achievement.

Silver

Has shown consistency and demonstrated high levels of self-motivation and a strong level of commitment in the short term. Has demonstrated the ability to work reasonably well under pressure. Can follow instructions that are issued. Does not readily give up when trying to find answers or solutions. When prompted, can display a good level of problem-solving skills and has at times displayed an ability to use personal initiative. Able to show some degree of flexible thinking. Personally shown a high level of achievement.

Bronze

Has shown a degree of self-motivation and a sound level of commitment to a one off event. Has demonstrated the ability to work under pressure in the short term. Tries to complete tasks when the answers or solutions are not readily available, and may give up when task is too difficult, however, understands the need to show self motivation. Can solve problems with clear guidance and some prompting. Is able to set personal goals and work towards these with guidance and support. Sometimes finds it difficult to make decisions in pressured situations. Personally shown a satisfactory level of achievement.

Evidence for Commitment/Motivation

- Working with another pupil/class in school
- Community Involvement
- Jack Petchy
- Duke of Edingburgh
- Commitment to a club or external activity
- Sports/Music contribution
- Race for Life
- Enterprise Activities
- Completion of work/portfolio
- Successfully completing a framework within a given time

Evidence for Achievement

- Meeting or exceeding target grades
- Producing an outstanding piece of homework
- Producing an excellent piece of coursework
- Producing an excellent project for an employer
- Producing an outstanding portfolio during post 16 education e.g. COPE, BTEC, Textiles, Art and Design, Apprentices, NVQs
- Passing driving test
- Completion of peer mentoring
- Securing a job offer or offer of further education

Evidence for Communication Standard

Gold	Demonstrates excellent communication skills by the appropriate use of verbal, non-verbal, written and technological methods. Shows respect and empathy towards people and is focused on performing at a high level. Can clarify own ideas, concepts or terminology. Able to express personal regard and interest dependent upon the situation. Is always polite to everyone they interact with and can adapt the method of communication to suit the situation and the audience. Shares ideas and can contribute intelligently to discussions.
Silver	Demonstrates good communication skills by the appropriate use of verbal, non-verbal, written and technological methods. Shows empathy towards others. Establishes regular eye contact. Able to follow instructions issued and will ask if unsure. Is polite to everyone they interact with and can be actively involved in a conversation to suit the situation and the audience.
Bronze	Has displayed an understanding of good communication skills, by the appropriate use of verbal, non-verbal, written and technological methods. Has begun to show empathy towards others and establishes regular eye contact. Listens to instructions issued and can follow them. Becomes involved in a conversation and can interject with an appropriate comment/question. Is able to find out the relevant information by asking others in order to complete the task.



Evidence for Teamwork and Leadership Standard

Gold

Has shown an enhanced ability to work in a variety of team roles over a sustained period of time. Contributes extremely positively to team situations and understands the needs of the whole team. Has positive relationships with a wide variety of people including staff, colleagues, peers and external visitors. Will have taken the lead in at least two different teams/projects/events over the period covered and exercised the positions with professionalism. Shows drive, determination and the ability to motivate others when in leadership situations.

Silver

Has shown an ability to work in teams over a sustained period of time. Contributes positively to team situations and understands the needs of the whole team. Has positive relationships with team members. Will have taken the lead in at least one major team/project/event over the period covered and exercised the position with professionalism. Shows drive, determination and regard for others when in leadership situations.

Bronze

Is a reliable team member and takes responsibility seriously. Has contributed positively to at least one team situation and formed positive relationships with the group. Will have shown drive, determination and regard for others in exercising an activity, even though they may prefer others to take a leading role. Will however have led by example in the context of the organisation, e.g. in terms of preparation/dress/attitude.

Evidence for team work may come from:

- Regular contribution to groups such as Sixth Form committees or Sixth Form/whole school councils.
- Working in a young enterprise group for a sustained period of time
- Participating in a group fund raising activity
- Commendation for team work in a work placement or other industrial setting
- Regular participation in a club or hobby outside school that involves working with others e.g. a sports team or performing arts group or other equivalent
- Regular participation in a club or extra-curricular activity within school/college such as a sports team or performing arts/theatre group or other equivalent.
- Helping out at an external/internal apprenticeship event
- Helping out with open nights/tours
- Participating in a debating society, school/college magazine/newspaper

Evidence for leadership may come from:

- Representing the school/college such as Head Boy/Head Girl/Prefect/Ambassadors scheme or similar or member of the Student Association
- Sports captain or sports representative for a sustained period
- Managing Director of a young enterprise group
- Leadership of a charity campaign
- Peer mentoring
- Running a project, e.g. school magazine/volunteering, or as part of a work placement
- Commendation from work placement of leadership attributes and qualities
- Progression to a supervisory role within employment/apprenticeship

Student Form - Charter PLUS

Student Name (in full):

Date of Birth:

School/College/Centre:

Tutor Group:

	Student Evidence (Use bullet points)	Student Grade	Tutor Grade	Moderation on Grade
Professional Conduct including Attendance Punctuality Appearance Behaviour	% 0 Lates			
Motivation, Commitment and Achievement				
Communication				
Teamwork and Leadership				
Portfolio of evidence				
TOTAL SCORE POINT				

Appeals Process Regarding The Employability for Life Charter

In the event of an appeal a candidate or parent should look to resolve the issue concerned with their school/college or work based learning provider in the first instance. In the unlikely event that the issue cannot be resolved and in exceptional circumstances the local IAG Planning Group will convene a small panel that will consist of a local employer, members of the local IAG Planning Group and the Local Authority.

Written Appeals Procedure

On receipt of the written appeal, the appeals body will conduct an external assessment which will involve a moderation of the candidate's case.

All schools/colleges/work based learning provider taking part in the 'Employability For Life' Charter and Charter PLUS agree to the following:

- Staff involved in the assessment procedure should attend a moderation training session
- All schools/colleges/work based learning providers will ensure that each individual's application will be moderated by staff familiar with the Charter or Charter PLUS

The consistency of internal assessment is assured through Internal standardisation.

The appellant will be informed in writing of the outcome of the appeal and of any steps taken to further protect the interests of the candidate.

November 2012

Essex County Council would like to thank The Sweyne Park School, the Castle Point and Rochford 14-19 Area Planning Group, Petroplus, Essex Business Consortium and the Chamber of Commerce for developing the Employability for Life Charter

Notes



This information is issued by

Essex County Council

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