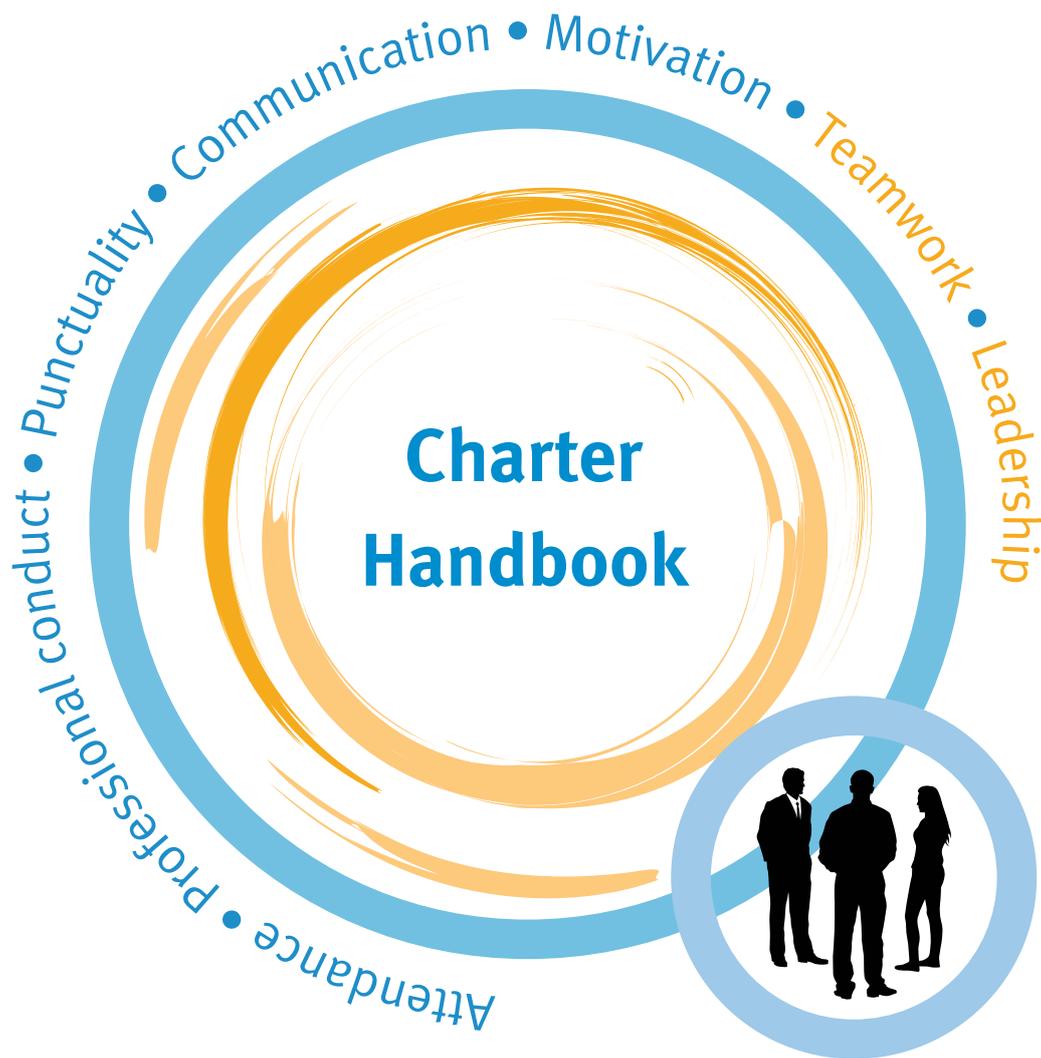


# Employability for Life



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# Introduction

The **Employability for Life** Charter offers students an opportunity to display the standards that employers feel are needed in the world of work, education and training. 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.

Essex County Council envisages 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.

The Charter 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

The Charter 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, the Charter acts as a motivator for students who work hard every day and deserve a recognisable award that employers understand.

The Charter 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 exam grades, as learners will be more motivated and have an understanding of what is expected of an employee in the working world.

## The Charter may provide links to:

Supporting the three key aims of the curriculum:

- a) Successful learners - who enjoy learning, make progress and achieve
- b) Confident individuals - who are able to live safe, healthy and fulfilling lives
- c) Responsible citizens - who make a positive contribution to society, and in particular;

Achieve economic well being - by challenging aspirations and helping young people to progress into further learning, training or employment and to realise their full potential.

The Charter provides a mechanism to develop Personal, Learning and Thinking Skills alongside the functional skills of English, Maths and ICT as well as SEAL.

The Confederation of Business Industry (CBI) called for young people to have personal qualities in the following areas:

- Positive attitude
- Team working
- Communication and literacy
- Problem solving
- Application of numeracy
- Application of IT
- Business and customer awareness
- Self management



# 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
<b>Determined</b>	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
<b>Optimistic</b>	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
<b>Emotionally intelligent</b>	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 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 offer young people. These may include:

- 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

So by developing a skilled workforce for the future.

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

- Work experience, work shadowing, work tasters, work related learning, careers, education, mentoring, coaching and IAG
- Applied and vocational courses
- Personal Development courses

Learning providers need to work in partnership with their local employers. The National Council for Educational Excellence recommended that all schools should identify a member of the leadership team to be responsible for creating, managing and developing relationships with business. In the recent Ofsted report on careers guidance, they too recommended that there should be a member of the Governing Body with responsibility for employer links. The middle manager has a pivotal role in securing the successes through coordinating the activities with other key staff: PSHE ed, Citizenship, SENCO, relevant subject staff along with representatives from local agencies, Education Business Partnerships, Rotary, Chambers of Commerce Federation of Small Businesses (FSB) and Institute of Directors (IOD).

# The Charter 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 through a number of means:

- Information at parent evenings or on the school/college website - outlining what the Charter is about
- How they can help either directly or indirectly, through working with the school 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 is invited to 'sign up' for the Charter. 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 learning provider 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 through:

- Raising awareness sessions through the local IAG Planning Groups and/or the local authority IAG Strategic Partnership Board 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 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 Area Planning Groups to be able to discuss progress in each school 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 Consultant Team at County Hall who will issue certificates. The certificates will be available for the last day in June.

# 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.

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

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 will demonstrate all criteria are being met.

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. Evidence should be no more than two school years old

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 database.

# Evidence Cross-Referencing Form - Pre-16

**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)
Communication			
Motivation			
Professional Conduct			
Attendance/Punctuality			
Appearance			

# Supportive Evidence From Employer Engagement

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

# Employability for Life Standards

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## Attendance and Punctuality

<b>Gold</b>	98%+ school data. 0 lates (excluding proven medical needs, school buses etc)
<b>Silver</b>	94%+ school data. 1/2 lates (excluding proven medical needs, school buses etc)
<b>Bronze</b>	90%+ school data. 3 lates (excluding proven medical needs, school buses etc)

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## Appearance

<b>Gold</b>	Has always worn full uniform (or appropriate 'dress') to the highest standard according to school/Centre's expectations
<b>Silver</b>	Has generally worn full uniform (or appropriate 'dress') to a good standard
<b>Bronze</b>	Generally good, but does sometimes need to be reminded of the expectation about school/Centre wear

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## Communication

<b>Gold</b>	Has an excellent level of communication, both verbal and non verbal. Can clearly show empathy towards people within their working area. 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 people and can adapt conversation to suit the situation. Shares ideas and can contribute intelligently to discussions.
<b>Silver</b>	Has good communication skills both verbal and non verbal. Has displayed empathy towards others within the environment they work in. Establishes regular eye contact. Able to follow instructions issued and will ask if unsure. Is polite to peers/staff and can be actively involved in a conversation.
<b>Bronze</b>	Has displayed an understanding of good communication skills, both verbal and non verbal. Has begun to show empathy towards those they work with. 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.

# Employability for Life Standards

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## Motivation

<b>Gold</b>	Has shown persistence and demonstrated high levels of self-motivation. 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. Able to deal with pressure and think clearly when necessary.
<b>Silver</b>	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.
<b>Bronze</b>	Tries to complete tasks when the answers or solutions are not readily available, but can give up when task is too difficult, and 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.

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## Professional Conduct

<b>Gold</b>	Has proved to be very reliable, including punctuality and attendance. Behaviour has been of an extremely high standard at all times. Always able to work safely, and understand the safety needs of others who are working nearby. Works well with others and will often take the lead in group situations.
<b>Silver</b>	Has demonstrated a good level of reliability, including punctuality and attendance. Behaviour is of a very good standard and this allows them to work safely and consider the needs of those around them. Able to work with others and will often offer an input into a group situation.
<b>Bronze</b>	Understands the need to be reliable. Has shown a good level of attendance and punctuality. Is able to demonstrate the basic levels of behaviour which allow them to work safely. Can work in a group but tends to avoid taking the lead.

### Point Score

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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 for Communication Standard

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**Gold** Has an excellent level of communication, both verbal and non verbal. Can clearly show empathy towards people within their working area. 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 people and can adapt conversation to suit the situation. Shares ideas and can contribute intelligently to discussions.

**Evidence may include:** Pupil Voice representing their year group/school; being a tour guide for parents and key visitors; Setting up an enterprise event for the local community and charring meetings; prepared and led the year assembly; has reported back to another year group on the learning opportunities for work experience or something similar e.g. DoE Award; has completed a CV as part of their personal statement and used it in a mock interview activity; has competed in Youth Speaks; is a member of the young Chambers of Commerce, Young Essex Assembly; has been part of a 'focus' group for designing a website for a particular task.

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**Silver** Has good communication skills both verbal and non verbal. Has displayed empathy towards others within the environment they work in. Establishes regular eye contact. Able to follow instructions issued and will ask if unsure. Is polite to peers/staff and can be actively involved in a conversation.

**Evidence may include:** Student council form representative; has participated in assemblies; is involved in showing visitors around the centre regularly; takes part in focus groups for staff interviews; is treasurer of the Young Enterprise group; has produced a summary of their work experience for the Resource Centre; has completed their CV as part of their personal statement and used it in an application for post-16 interviews.

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**Bronze** Has displayed an understanding of good communication skills, both verbal and non verbal. Has begun to show empathy towards those they work with. 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 may include:** Has taken part in an assembly; is a member of the Young Enterprise team; has spoken about work experience to their class/group; has been a student receptionist; has completed their CV as part of the interview project.

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# Evidence for Professional Conduct Standard

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**Gold** Has proved to be very reliable, including punctuality and attendance. Behaviour has been of an extremely high standard at all times. Always able to work safely, and understand the safety needs of others who are working nearby. Works well with others and will often take the lead in group situations.

**Evidence may include:** Has performed well during the work experience placement; has acted as a Peer mentor for new intake; has taken their prefect duties seriously; has attended a number of Primary Liaison meetings and spoken about the school positively; has applied their skills and abilities to their part-time work; has led by example in the Charities week programme; represented the centre at the Young Enterprise presentation event; has achieved a number of awards for subject and community work.

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**Silver** Has demonstrated a good level of reliability, including punctuality and attendance. Behaviour is of a very good standard and this allows them to work safely and consider the needs of those around them. Able to work with others and will often offer an input into a group situation.

**Evidence may include:** Student council form representative; has participated in assemblies; is involved in showing visitors around the centre regularly; takes part in focus groups for staff interviews; is treasurer of the Young Enterprise group; has produced a summary of their work experience for the Resource Centre; has completed their CV as part of their personal statement and used it in an application for post-16 interviews.

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**Bronze** Understands the need to be reliable. Has shown a good level of attendance and punctuality. Is able to demonstrate the basic levels of behaviour which allow them to work safely. Can work in a group but tends to avoid taking the lead.

**Evidence may include:** Has performed well during the work experience placement; has secured a part-time job through demonstrating a good professional conduct; was a member of the Haven Seaport Challenge; has achieved awards for punctuality and attendance.

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## Evidence for Motivation Standard

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**Gold** Has shown persistence and demonstrated high levels of self-motivation. 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. Able to deal with pressure and think clearly when necessary.

**Evidence may include:** Has achieved 100% attendance across the years; has received a number of subject awards/commendations; is a prefect; has attended revision school sessions across the year; has represented the school/centre for District sports; visited Essex University with Mrs. Masters as part of our 'futures' programme; has been a peer mentor for two years; is working towards the Bronze Duke of Edinburgh Award; has achieved sport/dance/music certificates.

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**Silver** 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.

**Evidence may include:** Has achieved 100% attendance in year 9/10; has had a report written about their achievements for sport and/or charity in the newsletter; attends the Ipswich Town Centre of Excellence; has attended a number of revision sessions; has had work displayed in the centre.

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**Bronze** Tries to complete tasks when the answers or solutions are not readily available, but can give up when task is too difficult, and 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.

**Evidence may include:** Has visited Essex University as part of our 'futures' programme; has been recognised in the school newsletter for being part of the Young Enterprise team; has taken part in the Charities week.

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# Student exemplar GOLD

STUDENT NAME - S. Smith	DATE OF BIRTH - 00/00/0000		
SCHOOL/CENTRE - THE ESSEX SCHOOL	TUTOR GROUP - P6		
Student Evidence	STUDENT GRADE	TUTOR GRADE	MODERATION GRADE
<b>COMMUNICATION</b>			
<ul style="list-style-type: none"> <li>I have been a tour guide on several open evenings</li> <li>I took part in my form assembly in Year 10</li> <li>I was asked to show a visitor around the school for Pupil Voice</li> <li>I have helped Mrs Smith to raise money for Children in Need</li> <li>I have been part of the debating team in a competition</li> <li>I have been on the French exchange and used my language to good effect</li> <li>I have greeted guests at science question time</li> </ul>	GOLD-8	GOLD-8	GOLD
<b>MOTIVATION</b>			
<ul style="list-style-type: none"> <li>I have achieved my Duke of Edinburgh bronze award</li> <li>I had 100% attendance in year 9</li> <li>I attended 7 revision sessions during Easter</li> <li>I attended every science club on Tuesday night with Mr Brown</li> <li>I visited Essex University with Mrs Masters for 'futures' event</li> <li>I have been in the school newsletter for athletics</li> <li>I am a library monitor</li> <li>I have been a peer mentor for two years</li> <li>I am a prefect</li> </ul>	GOLD-8	GOLD-8	GOLD
<b>PROFESSIONAL CONDUCT</b>			
<ul style="list-style-type: none"> <li>I have got 9 'A's for effort in my last report</li> <li>I have received commendations for the following subjects; English, history, business studies and art</li> <li>I have been in the school paper because I helped a younger person after an accident</li> <li>I spoke at the SSAT conference about Pupil Voice</li> <li>I have completed my community involvement challenge working at the local retirement home</li> <li>My parents were informed that I behaved well on a recent school visit abroad</li> <li>Played in the school teams: football, volleyball &amp; athletics</li> <li>I am a prefect</li> </ul>	GOLD-8	GOLD-8	GOLD
<b>ATTENDANCE/PUNCTUALITY</b>			
<ul style="list-style-type: none"> <li>98 %</li> <li>0 LATES</li> </ul>	GOLD-8	GOLD-8	GOLD
<b>UNIFORM/APPROPRIATE DRESS CODE</b>			
<ul style="list-style-type: none"> <li>I had 3 'A's' in my planner about good uniform</li> <li>My tutor commented on my report about my excellent uniform</li> <li>I wore the appropriate 'business wear' for my work experience placement</li> </ul>	GOLD-8	GOLD-8	GOLD
TOTAL POINT SCORE	GOLD-40	GOLD-40	GOLD

# Student exemplar SILVER

STUDENT NAME - S. Smith	DATE OF BIRTH - 00/00/0000		
SCHOOL/CENTRE - THE ESSEX SCHOOL	TUTOR GROUP - P6		
Student Evidence	STUDENT GRADE	TUTOR GRADE	MODERATION GRADE
<b>COMMUNICATION</b>			
<ul style="list-style-type: none"> <li>I have been a tour guide on several open evenings</li> <li>I took part in my form assembly in Year 10</li> <li>I was asked to show a visitor around the school for Pupil Voice</li> <li>I have helped Mrs Smith to raise money for Children in Need</li> </ul>	SILVER-5	BRONZE-3	BRONZE
<b>MOTIVATION</b>			
<ul style="list-style-type: none"> <li>I have achieved my Duke of Edinburgh bronze award</li> <li>I had 100% attendance in year 9</li> <li>I attended 7 revision sessions during Easter</li> <li>I attended every science club on Tuesday night with Mr Brown</li> <li>I visited Essex University with Mrs Masters for 'futures' event</li> <li>I have been in the school newsletter for athletics</li> <li>I currently play at Southend United Centre of Excellence</li> </ul>	SILVER-5	GOLD-8	GOLD
<b>PROFESSIONAL CONDUCT</b>			
<ul style="list-style-type: none"> <li>I have got 9 'A's for effort in my last report</li> <li>I have received commendations for the following subjects; English and history</li> <li>I have completed my community involvement challenge working at the local retirement home</li> <li>My parents were informed that I behaved well on a recent school visit abroad</li> <li>Played in the school teams: football, volleyball &amp; athletics</li> <li>I have been to three different primary schools to speak about my school</li> </ul>	SILVER-5	SILVER-5	SILVER
<b>ATTENDANCE/PUNCTUALITY</b>			
<ul style="list-style-type: none"> <li>95 %</li> <li>1 LATES</li> </ul>	SILVER-5	SILVER-5	SILVER
<b>UNIFORM/APPROPRIATE DRESS CODE</b>			
<ul style="list-style-type: none"> <li>My tutor has said I need to improve my uniform</li> <li>I had 2 good weeks when I was on uniform report</li> </ul>	BRONZE-3	BRONZE-3	BRONZE
TOTAL POINT SCORE	SILVER-23	SILVER-24	SILVER

# Student exemplar BRONZE

STUDENT NAME - S. Smith	DATE OF BIRTH - 00/00/0000		
SCHOOL/CENTRE - THE ESSEX SCHOOL	TUTOR GROUP - P6		
Student Evidence	STUDENT GRADE	TUTOR GRADE	MODERATION GRADE
<b>COMMUNICATION</b>			
<ul style="list-style-type: none"> <li>I have been a tour guide on several open evenings</li> <li>I took part in my form assembly in Year 10</li> <li>I have been involved in pair reading</li> <li>I spoke to my CoPE group about troubles in Israel</li> </ul>	BRONZE-3	BRONZE-3	BRONZE
<b>MOTIVATION</b>			
<ul style="list-style-type: none"> <li>I visited Essex University with Mrs Masters for 'futures' event</li> <li>I have been in the school newsletter for the Food for Life group</li> <li>I currently play at Southend United Centre of Excellence</li> </ul>	SILVER-5	BRONZE-3	BRONZE
<b>PROFESSIONAL CONDUCT</b>			
<ul style="list-style-type: none"> <li>I have got 3 'A's for effort in my last report</li> <li>I have completed my work experience and got a good reference</li> <li>My parents were informed that I behaved well on a recent school visit abroad</li> <li>I have played for the school football team</li> <li>I received a commendation for Science</li> </ul>	BRONZE-3	BRONZE-3	BRONZE
<b>ATTENDANCE/PUNCTUALITY</b>			
<ul style="list-style-type: none"> <li>94 %</li> <li>1 LATES</li> </ul>	BRONZE-3	BRONZE-3	BRONZE
<b>UNIFORM/APPROPRIATE DRESS CODE</b>			
<ul style="list-style-type: none"> <li>My tutor has said I need to improve my uniform</li> <li>I had 2 good weeks when I was on uniform report</li> </ul>	BRONZE-3	BRONZE-3	BRONZE
TOTAL POINT SCORE	BRONZE-17	BRONZE-15	BRONZE

# Student Form

Student Name (in full):

Date of Birth:

School/Centre:

Tutor Group:

	Student Evidence (Use bullet points)	Student Grade	Tutor Grade	Moderation on Grade
Communication				
Motivation				
Professional Conduct				
Attendance/Punctuality	% 0 Lates			
Uniform/Appropriate Dress Code				
<b>TOTAL POINT SCORE</b>				

# 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 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 taking part in the 'Employability For Life' Charter 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

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,**  
**Schools, Children and Families - Standards and Improvement Service.**  
You can contact us in the following ways:

By email:  
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By telephone:  
**01245 436 304**

By post:  
**Schools, Children and Families - Standards and Improvement Service**  
**P.O. Box 47, County Hall, Chelmsford, Essex CM2 6WN**

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or made available in alternative formats, on request.

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