



A SCIENCE & ENGINEERING ACADEMY  
& SIXTH FORM



# UTC Warrington Employability Charter

#Engineeryourfuturetalentpipeline

# 1 CONTENTS

---

- Our Vision..... 3
- Introduction..... 4
- The Gatsby Benchmark..... 5
- Employability Charter..... 7
  - Working with Manchester Metropolitan University ..... 8
  - Working with Employer Partners..... 9
  - What our students expect from UTC Warrington ..... 10
- Employability Passports ..... 12
  - Year 10 ..... 12
  - Year 11 ..... 12
  - Year 12 ..... 13
  - Year 13 ..... 13



#Engineeryourfuturetalentpipeline



## 2 OUR VISION



A SCIENCE & ENGINEERING ACADEMY  
& COLLEGE

# The UTC Warrington Promise

- Master classes in academic & technical courses...**  
To gain the knowledge & expertise needed in your profession.
- Employer Projects...**  
To design real world solutions alongside the employers you'll join.
- Work Experience & Business Mentoring...**  
To develop employability skills & secure the best roles in industry.
- A vast Personal Development programme...**  
To develop leadership, organisation, resilience, initiative & communication.
- Professional Qualifications & Enrichment...**  
Will give you the specific tools you need to succeed in industry.



Manchester Metropolitan University



Sellafield Ltd

We are proud to be partnered with...



wood.



cavendish nuclear



ARMY  
BE THE BEST



STANLEY  
Engineered Fastening



Balfour Beatty



FUJITSU



JACOBS



Stantec



NUVIA



emr



Science & Technology  
Facilities Council



M  
M  
MOTT  
MACDONALD



ATKINS



NATIONAL NUCLEAR  
LABORATORY

### 3 INTRODUCTION

---

Our vision is to create a learning environment where young people can develop the professional skills, competencies and behaviours that will serve them throughout their working life. Our intentions are focused on the sole purpose of shaping our students to be work ready.

The UTC Warrington Promise summarises our commitment to our students. Working together with our university sponsor, Manchester Metropolitan University, and regional and local employers, we intend to support our students progress through organising opportunities that will expose them to contextualised learning experiences and the industry workplace.

The Employability Charter sets out the key objectives we believe will enable our students to gain valuable experience and set them apart from their peers. It clearly marks out our structured careers programme and what we envisage from our university and employer sponsors. Through establishing the charter, we have drawn up Employability Portfolio for each year group. Developed in accordance to the guidance laid out in the *Careers guidance and access for education and training providers* (January 2018), they follow the Gatsby Benchmark and ensure students have access to a range of different employability experiences.

Our Employability Charter and subsequent Employability Portfolio have been influenced by our teachers, governors and local employers. Working together we aim to provide each student with a personal career path to follow that will pave the way to their desired STEM role.



#Engineer your future talent pipeline



## 4 THE GATSBY BENCHMARK

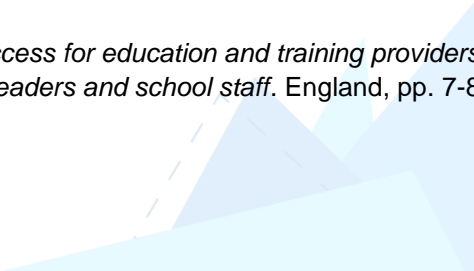
<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
<p><b>5. Encounters with employers and employees</b></p>	<p>Every student should have multiple opportunities to learn from employers about work, employment</p>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul>

	and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace
<b>6. Experiences of workplaces</b>	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7. Encounters with further and higher education</b>	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8. Personal guidance</b>	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

Department for Education, (2018). *Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff.* England, pp. 7-8.



#EngineerYourFutureTalentPipeline



## 5 EMPLOYABILITY CHARTER

---

As an business-led college, we pride ourselves in shaping our students to become the next industry leaders through offering a rich science and engineering curriculum and exposure to the local work force. To enable them to reach their fullest potential, we understand that each pupil should have access to good quality information about future study options and the labour market opportunities.

We were born out of the skills gap identified in the Warrington Skills Commission in 2012, which identified a shortage of skilled Engineers in Warrington. Our students tend to be driven by our STEM education and join us to use our state of the art facilities. Working with local employers who recognise the growing skills gap problem and a need for a pipeline of talent, we aim to ensure our students have meaningful encounters to prepare them for the world of work.

Our careers programme is designed to raise the aspirations of all our pupils, including students with special educational needs and disabilities, tailoring the programme to individual needs. As a college, we are actively challenging stereotypical thinking, e.g. Women in STEM, and ensuring that everyone has fair access to the opportunities we provide. To monitor the activities each student is receiving, we will be keeping comprehensive and accurate records to support the career and enterprise development of each of our pupils. Each student will be provided with an Employability Portfolio for them to systematically record the activities they have done, along with certificates designed in-house that reflect the skills they have attained during each activity.

We will regularly review the Employability Charter through evaluating feedback provided by our students, parents, teachers, governors and employers.



#Engineeryourfuturetalentpipeline



## 5.1 WORKING WITH UNIVERSITIES

We are extremely proud to be working with the Schools of Science & Engineering at Manchester Metropolitan University. This partnership ensures that our students will access a first rate science and engineering curriculum which is content aligned with the science and engineering degree programmes available at the university.

As part of this, we want to expose our students to the university through the following encounters...

- **MMU Assembly**
  - To develop aspirations to move into higher education, we would like to invite MMU to speak to our students to introduce themselves and the opportunities they offer after Sixth Form.
- **University Master Class**
  - To offer our students the chance to be taught by a Lecturer in a specialist subject, whether this is at MMU or at UTC Warrington and the opportunity to use their specialist facilities.
- **University Visits**
  - Inspiring students to think about their options after Sixth Form, we will organise visits to the MMU campus and help students consider the university as an option for further study.
- **Wider CIAG support**
  - Utilising the university's Outreach Team, we want the university to provide our students with wider careers information, advice and guidance including UCAS application support, working with students at risk of NEET and joining us for Career Fairs.

As well as pulling on the expertise of MMU, we will reach out to other regional universities to provide our students a clear and impartial understanding of the local university offer. We will invite universities to speak to our students and share their knowledge in assemblies and masterclasses.



#Engineer your future talent pipeline





## 5.2 WORKING WITH EMPLOYER PARTNERS

Bridging the disconnect between education and industry, we are delighted to be working with over fifty local and national companies to provide our students with a platform for progression into a wide range of education, training and employment opportunities.

Our specialisms reflect the skills needed to build a sustainable workforce and with the support from the local science and engineering industries we want our students to be work ready through the following workplace encounters...

- **Employer Assembly**
  - To develop awareness of a variety of industry sectors with our students, we would like to invite employers in to speak to our students, introducing themselves and the opportunities they offer.
- **Employer Master Class**
  - Where we feel that students would benefit from an industry professional to share their knowledge, we would like to invite in employees who have the confidence to teach our students about their specialisms. This will enable our students to understand how to put theory into practice.
- **CV and Interview Workshops**
  - To enhance our student's confidence to apply for jobs and succeed in interviews, we would like to ask employers to run workshops with our students, supporting their future employability skills.
- **Employer Projects**
  - To contextualise student's learning, we would ask employers to design real-life projects that fit into the curriculum. We will provide employers detailed information about modules and units where we believe students would benefit from learning industry specific knowledge.
  - Developing student's team building and leadership skills, we would like to ask companies to design extra-curricular workshops or projects for our students to participate in.
- **Work Experience**
  - Our Sixth Form students will have regular opportunities to access meaningful sector specific work experience placements, providing our students first-hand experience in the workforce. For KS4 students, they will have access to the some of the work experience opportunities with more emphasis on work place visits.
- **Mentoring**
  - Participating in our Business Mentoring Days, we would like employers to contribute to the development of our students, helping them to raise their aspirations and achieve positive destinations.
- **Work Place Visits**
  - To understand workplace behaviours and the personal qualities required to work successfully within the industry, we would like to take all students out to local industries to gain first-hand knowledge of a variety of different workplaces.

### 5.3 WHAT OUR STUDENTS EXPECT FROM UTC WARRINGTON

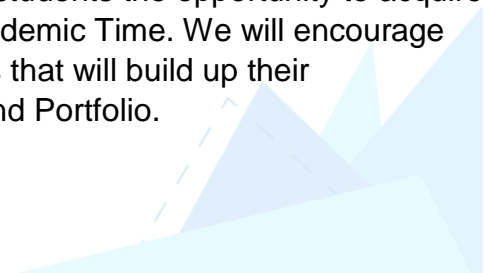
Infusing employability skills into our curriculum, our vision is to develop an employability culture throughout the college. Embedding a strong careers guidance strategy that offers excellent opportunities for developing the knowledge and skills that employers need, we will be encouraging all our staff to support the career development of young people and become Employability Champions. Employability Champions will be nominated from each department to meet and discuss how employability skills can be permeated into our curriculum.

Our approach in supporting meaningful university and employer encounters will see us establish the following points...

- **Appointment of a Careers Leader**
  - To ensure that we are offering a high-quality careers programme, there will be a team of people organising the employer engagement activities with the Associate Assistant Principal (Apprenticeships and Employability) ensuring its leadership and coordination.
- **Information, Advice and Guidance Sessions**
  - To establish the needs of our students we will meet with our students to understand why they have joined UTCW and their desired career path. This will enable us to tailor their future work experience encounters with different employers.
- **LORIC Rewards**
  - Through the Pixl Edge programme, we will reward students when they show LORIC qualities. Building pupils awareness of leadership, organisation, resilience, initiative and communication, it will enable them to grow their potential employability skills.
- **NCS programmes**
  - Working in partnership with Warrington Youth Club, we will provide our students opportunities to work with WYC and participate in their workshops and National Citizenship Programme.
- **Careers Fairs**
  - To organise employers and further education providers to join for destination fairs, which will allow our students to access a wide range of different opportunities in order to make informed decisions about their own career paths.
- **Employability Skills**
  - Across the academic year we will offer students the opportunity to acquire employability skills during Personal Academic Time. We will encourage students to participate in quick activities that will build up their employability skills including their CV and Portfolio.



#Engineer your future talent pipeline



- **Professional Qualifications**
  - For our Sixth Form students, we will deliver a range of different professional qualifications that they can work towards during their free periods.
- **STEM Competitions**
  - To encourage the participation of national and local STEM competitions where students will be able to develop a range of different employability skills, e.g. Big Bang Competition and Young Enterprise
- **Trips and visits**
  - To organise or promote trips that are beneficial to our students that do not necessarily sit underneath a particular employer e.g. Nuclear Solutions Exhibition and Careers Fairs
- **Record of Achievement**
  - To assist students in keeping a comprehensive and accurate record of the employability skills they have learnt, supporting their career and enterprise development
- **Women In STEM Workshops**
  - Encouraging our female students to reach their fullest potential, we will organise workshops where they are able to meet inspirational women who are currently working in the STEM sector.



#Engineer your future talent pipeline



## 6 CAREERS PROGRAMME

---

The Careers Programme has been developed with the needs of each year group in mind and the stages they reach through the academic year. From the objectives listed in the Employability Charter above, we have selected the fundamental encounters that all students should participate in over the year. Students will have the opportunity to develop a Employability Portfolio to record the activities they have participated and the skills they have acquired.

### 6.1 YEAR 10

- Employer Introduction Assembly
- MMU Introduction Assembly
- Workplace visit
- Mentoring
- MMU Masterclass
- Employer Masterclass
- Interview Practice
- Understanding CV Workshop
- Employer Project
- Involvement in Enrichment Week or 1 Week Work Experience Placement

### 6.2 YEAR 11

- Information and Guidance Session
- Further Education Assembly
- Apprenticeship Provider Assembly
- Employer Introduction Assembly
- Workplace visit
- Mentoring
- MMU Masterclass
- Employer Masterclass
- Interview Practice
- CV Building Workshop
- Employer Project



#Engineer your future talent pipeline



### 6.3 YEAR 12

- Employer Introduction Assembly
- MMU Introduction Assembly
- Workplace visit
- Mentoring
- MMU Masterclass
- Employer Masterclass
- Interview Practice
- CV Workshop
- Employer Project
- University Fair
- Professional Qualifications
- NCS Programme\*
- Two Weeks Work Experience Placement (or equivalent)

### 6.4 YEAR 13

- Information and Guidance Session
- MMU Assembly
- Apprenticeship Provider Assembly
- Employer Introduction Assembly
- Workplace visit
- University Fair
- Mentoring
- MMU Masterclass
- Employer Masterclass
- Interview Practice
- CV Building Workshop
- Employer Project



#Engineeryourfuturetalentpipeline

