



## Career Development Framework

### Case study: Harton Academy

In the survey you said that you would be willing to provide a case study about the way that you address the **Grow throughout life** learning area.

This learning area is concerned with engaging learners in

- Making use of help, support and feedback
- Recognising how learning, skills and experience contribute to career
- Reflecting on and recording achievements, experiences and learning
- Committing to lifelong learning and development
- Challenging yourself and trying new things
- Considering the impact of heritage, identity and values

Your case study does not have to address all of these components, but it should address at least one.

You can write as much as you need to explain your case study. The initial use of the case study will be as a short summary in a handbook for schools, but we may reuse in other resources.

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### Case study

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**School/college/institution:** Harton Academy

**Would you /the institution like to be anonymous:** No

**How are you meeting this learning area?**

Personal Development Award

Objectives covered:

- Recognising how learning, skills and experience contribute to career
- Reflecting on and recording achievements, experiences and learning
- Committing to lifelong learning and development
- Challenging yourself and trying new things

This would also cover some of the objectives within the **Balance life and work** learning area:

This learning area is concerned with engaging learners in

- Considering work-life balance
- Attending to physical and mental wellbeing

- Considering how to be involved in family and community

All students in year groups 7, 8 and 9 are encouraged to complete a Personal Development Award. This award is based on the principles of the Duke of Edinburgh's award and allows students to develop key transferable skills and qualities that will really help their future progression.

The aim of the award is to encourage young people to develop in the following areas:

1. Volunteering (Giving time to help others)
2. Skill (Trying new things)
3. Physical (Keeping healthy and fit)
4. Challenge (Stepping out of comfort zone)

We suggest a number of different challenge activities that the students could consider, but they are able to suggest any activities that will challenge them personally. As our school serves a catchment area with significant levels of deprivation, we are keen that students don't feel that they should incur any expense by completing any of the activities for this award.

#### Challenge Activity Suggested Examples

High Rope / Go Ape / Surfing / Flow Rider / Zip Lining / Putting up a tent and cooking / Scuba diving / Go Karting / Mountain Biking / Body Boarding / 5-mile walk / 8-mile bike ride / Gliding / Coasteering / Ghyll Scrambling / Clip and Climb / Rock Climbing / Paddle Boarding / Orienteering / Caving / Abseiling, etc.

- Bronze Award (Year 7)
  - 4 hours of each of section 1, 2 and 3 and then one challenge activity.
- Silver Award (Year 8)
  - 6 hours of each of section 1, 2 and 3 and then two challenge activities.
- Gold Award (Year 9)
  - 8 hours of each of section 1, 2 and 3 and then three challenge activities.

#### Certification / Record of Achievement

Students are expected to take full ownership of completing the award and to work independently. It requires that students record what they have done on their evidence sheet and to then show their tutor to get each section signed off. Once all the sections have been completed and signed off, students will receive a certificate that can go into their Record of Achievement file. Every student has a file that stays with their tutor, where they store certificates as well as careers and personal development work, they have completed in the tutorial programme. We are currently in the process of moving these records onto an online platform that the students will be able to access and add additional evidence and experiences to, throughout their time at school. At the end of year 9 we encourage students to complete The Duke of Edinburgh's Award and we hope that lots of students will progress on to this Award when the opportunity arises.

Throughout the year we have a series of assemblies on the following themes:

- *Personal Development award launch* – What is the personal development award? Why is it important? Why do we want you to challenge yourself? How does this link to your career development and employability?

- *Kindness and volunteering* – Why is it important? Help support your community, develop useful skills, gain a sense of wellbeing through helping others.
- *Challenging yourself and learning new skills* – Setting yourself challenges gives you the ability to develop your confidence, resilience and teaches you vital skills that will be important throughout your career.
- *Growth mindset* – what is growth mindset and why is it important for your progress.
- *Physical and mental health* – the importance of physical health for your mental wellbeing and helping you develop a healthy work life balance that will be important throughout your life.
- *Personal Development award ceremony* – recognition of students achievement throughout the year.

### **How does this fit into your school, college or institutions' wider activities?**

The Personal Development Award runs parallel to the personal development programme, which is delivered in registration through form tutors, assemblies and drop-down days. Within this programme we cover careers education, study skills, positive mindsets and effective habits and broadening horizons where students learn about current affairs.

### **How does it connect to the Gatsby Benchmarks?**

It contributes to benchmarks 1 and 3.

### **What resources, partners or support have been useful in delivering this (provide web links if possible)?**

<https://www.dofe.org/>

### **How do you assess that learning has taken place?**

Completion of the personal development sign-off sheets and number of certificates awarded and attendance at assemblies.

### **What are the main challenges in running this activity?**

Keeping the momentum and enthusiasm with the students.

### **What advice would you give if someone wanted to run something similar?**

We have found this works best if it is integrated into the rest of the pastoral programme. We remind students about the award regularly through assemblies and tutor messages. The Deputy Head teacher who is Careers SLT Link, visits tutor groups on a termly basis to get a progress update on which students have completed the award. Introducing an element of competition to the programme has helped. We give additional prizes and commendations for engagement with the programme. Make sure you have additional higher-level awards for students who are really enthusiastic and complete the bronze, silver and gold awards early on in the academic year. When we have completed tutor feedback surveys, we found that student engagement was high when form tutors also completed the awards with the students.