



LEARNING TOGETHER

WORKING TOGETHER

SUCCESSING TOGETHER



KSS

DYW

POLICY

RESPECT

HONESTY

FRIENDSHIP

EMPOWERMENT

HAPPINESS



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At Knightswood Secondary School we have an inclusive and collaborative approach to ensuring that all young people have the opportunity to succeed. Our School Charter supports the schools journey in ensuring that all young people are included and supported to reach a positive destination.

One of our main priorities is to ensure that students at Knightswood Secondary comprehend and can express the diverse skills they acquire. These skills, crucial for life, learning and work, are not only cultivated within the curriculum but also through their broader achievements. The Skills Framework, centred around our young people, has been made to serve as the groundwork for their understanding of skills, methods for development, and, most significantly, how to effectively communicate these skills to secure a positive future destination. The introduction of a Skills Framework within our school aims to foster a common approach and language among teachers, enabling students to more easily recognise skills they may currently be overlooking.

At its core, this initiative is driven by the belief that young people should be conscious of their skill sets. Teachers play a crucial role in supporting students, helping them develop the capability to confidently articulate their skills, ultimately unlocking their full potential.

## KSS SCHOOL CHARTER

Learning Together Working Together Succeeding Together

KNIGHTSWOOD SECONDARY SCHOOL

**OUR SCHOOL CHARTER**

**BE KIND**  
**GIVE OUR BEST**  
**BE HONEST**  
**RESPECT OTHERS**  
**BE RESPONSIBLE**  
**INCLUDE EVERYONE**

RANGERS CHARITY FOUNDATION

FARE Working with Communities

Respect Friendship Honesty Empowerment Happiness

RESPECT

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## DYW VISION 2023/24

*For all stakeholders to have a shared awareness of the Meta skills. These meta skills will be more visible across the school community and learning experiences. Consultation with all stakeholders will develop a KSS Skills Framework.*

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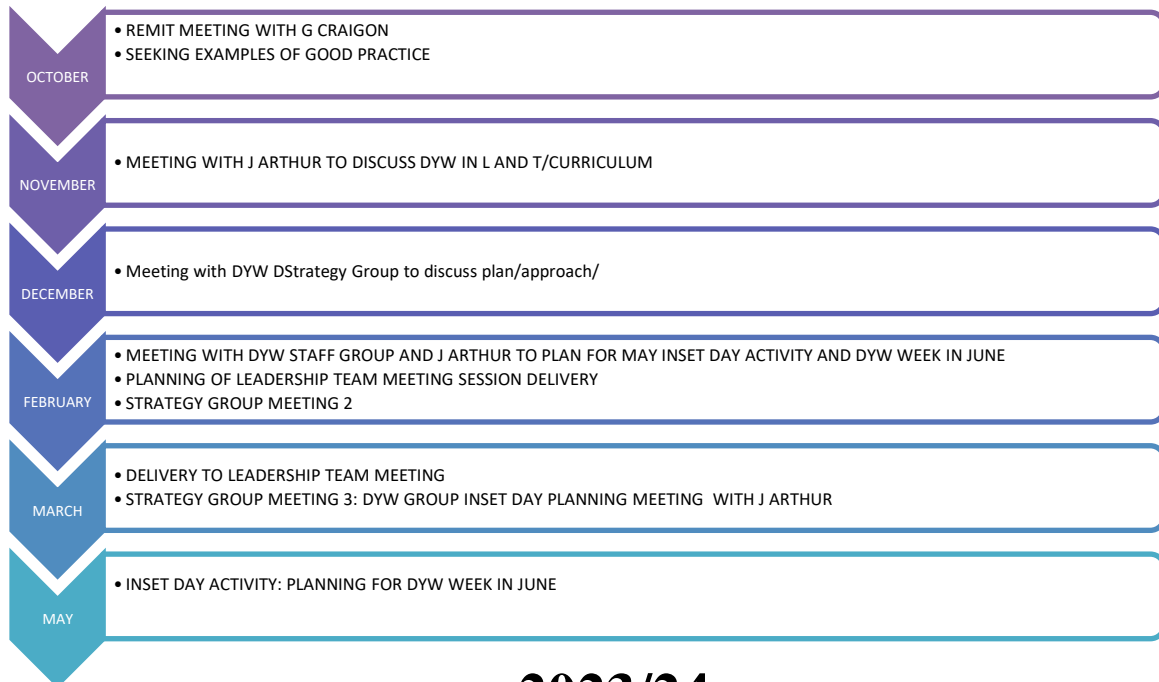
EMPOWERMENT

HAPPINESS



# TIMELINE

## 2022/23



## 2023/24





# WHY IS DYW IMPORTANT?

*"The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. All children and young people are entitled to opportunities for developing skills for learning, life and work."*

## ***Building the Curriculum 4***

*"Technological and societal disruptions are coming at us thick and fast. Whilst we cannot predict the future, we can prepare for a future that is increasingly unpredictable. A focus on skills and human capital gives us a strong foundation from which to build a sustainable and inclusive Scottish economy. Scotland's citizens need the skills not only to cope with the change but to thrive in it, and more so to be able to exploit novelty and create change for themselves."*

## ***Skills 4.0 - A skills model to drive Scotland's future***

# METASKILLS

Focusing	Being able to concentrate on the task at hand.
Integrity	Acting consistently, according to your values, beliefs and principles.
Adapting	How well you adjust to change.
Initiative	How well you think for yourself.
Communicating	How you express yourself and share information with others
Feeling	Understanding how others are feeling.
Collaborating	How you work with other people.
Leading	Demonstrating the ability to guide or direct an individual or group of people.
Curiosity	How good you are at asking the right questions.
Sense-making	How you recognise patterns in things around you.
Creativity	Thinking for yourself and thinking of new ways to do things.
Critical Thinking	How you think and evaluate information.



# DYW STRATEGY GROUP

The DYW strategy group consists of teachers, young people, pastoral care personnel, as well as staff from FARE and Rangers Charity.

## HOW ARE WE GOING TO ACHIEVE THE VISION?

### THE VIEWS OF THE DYW STRATEGY GROUP WERE COLLATED AS BELOW:

What will success look like at the end of the year?  
 Every department should have real world links who are willing to work with the school.  
 Whole school approach  
 School across  
 Dep use approach  
 With individual responsibilities for each class  
 Young people will have more choice of careers to allow them to be successful

YOUNG PEOPLE	
WHAT ACTIVITIES COULD THIS INVOLVE?	WHAT DO WE NEED TO DO THIS?
<ul style="list-style-type: none"> <li>SESSIONS ON META SKILLS ARE</li> <li>CREATE A PUPIL GROUP</li> <li>INVITE FORMER PUPILS BACK TO DISCUS - WHAT THEY LEARNED</li> </ul>	<ul style="list-style-type: none"> <li>INPUT IN PSE ON THIS</li> <li>ADVERTISE THIS OPPORTUNITY (MAYBE IN ASSEMBLIES)</li> <li>CONTACTS WITH ALUMNI PUPILS</li> </ul>

Staff
WHAT ACTIVITIES COULD THIS INVOLVE?
<ul style="list-style-type: none"> <li>Departmental conversations about Meta-skills used in departments</li> <li>LI + SC ... Meta skills</li> <li>Workshops</li> <li>All Staff Personal Profiles</li> <li>Ongoing focus eg DM's / Insetdays / Staff meetings</li> </ul>

PARENTS / PARTNERS	
WHAT ACTIVITIES COULD THIS INVOLVE?	WHAT DO WE NEED TO DO THIS?
<ul style="list-style-type: none"> <li>Stalls at fayres (Christmas, Summer, winter)</li> <li>News letter</li> <li>School website</li> <li>Twitter</li> <li>Showcase Staff Personal Profiles</li> <li>Subject profile + meta sk</li> <li>Invite parents into speak to pupils from a variety of job roles.</li> </ul>	<ul style="list-style-type: none"> <li>Leaflets, display, pupils to represent.</li> <li>Fortnight / month showcase of focus (Metaskills of the month etc)</li> <li>Build a network with parents</li> <li>develop partnership links or develop new ones.</li> </ul>



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# CREATING PARTNERSHIPS

Creating and maintaining excellent relationships with local partners is key to providing diverse and relevant learning opportunities for all young people.

Partners can contribute in a number of ways such as providing workshops, mentoring, presentations, supporting lesson plans and curriculum development, visits and trips, work placements, mock interviews, CV advice, IDL opportunities, career days, support at fayres and career evenings.

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# APPENDICES

Appendix 1	Roles and Remits
Appendix 2	LT Feedback
Appendix 3	Email Template
Appendix 4	Meeting Agenda Template
Appendix 5	Career Journey Template

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RANGERS COMMUNITY HUB WORKER	PT RA (S PRENTICE)	MCR	DYW SUGGESTIONS	SDS	PASTORAL CARE	THE DYW STRATEGY GROUP	R O
<ul style="list-style-type: none"> <li>To work with the Hub school and towards the objectives agreed on a termly and annual basis.</li> <li>To lead and develop relationships within the school's community.</li> <li>To work with key stakeholders to develop good relationships including the Head Teachers, senior staff, teachers and key influencers.</li> <li>To monitor and evaluate the work of Hub in the Community, collecting available data (as agreed by the school) in order to provide comments, case studies and evidence of good practice, submitting regular reports as required by the school and the Foundation.</li> <li>Work within the Foundation's and school's health and</li> </ul>	<p>RA Initiatives - e.g. S3 Focus West trip, Blairvadach trip, GCU connect S5 event</p> <p>Supported Study</p> <p>Intergenerational Mentoring</p> <p>Focus West- Top Up</p> <p>FOCUS West - U of G Access to a Career</p> <p>FOCUS West -U of G Reach</p> <p>FOCUS West - Routes for all</p>	<p>S1 and S2 Groupwork (2x6YP)</p> <p>26 WEEKS + (TO 33)</p> <p>Transition s</p> <p>Mentor recruitment and support</p> <p>S3-6 Mentoring relationships support and impact</p> <p>S1-S6 Non-mentored YP discussions incl Disengaged</p> <p>DYW/Talent Taster/Future Me School experience</p>	<p>KPI 1</p> <p><b>a) The total number of employers (what categorisation and sector they operate in) offering work experience (including Virtual Work Placements)</b></p> <p>-providing work it logins -by PTPC/SLT request basis -hair and beauty</p> <ul style="list-style-type: none"> <li>TARGETED APPROACH (S4 LEAVERS THEN XMAS LEAVERS BEFORE/AFTER EXAM LEAVE) FOR THOSE INVOLVED IN GROUPS E.G. HAIR AND BEAUTY/CAR VAETING/BARISTA</li> <li>LINK WITH T KWANT REGARDING SILVER D OF E – WHERE ARE THEY VOLUNEERING? CAN THEY RECEIVE THE WORK EXPERIENE AWARD?</li> </ul> <p><b>b) The total number of employers (what categorisation and sector they operate in) offering work inspiration/preparation activities e.g. mock interviews, career insights etc</b></p> <p>-arranged S6 mock interviews for all -JP Morgan delivering workshops to all S5 (CV's, presenting, building confidence, interview prep) -Barclays delivering workshops to all S4</p> <p>CAN WE MONITOR IMPACT? CAN WE LINK THIS TO SOC ED?</p> <p><b>c) The total number of employers (what categorisation and sector they operate in) offering</b></p>	<p>Support teaching staff with embedding the Career Education Standards via professional learning offer.</p> <p>Raising awareness with teaching staff of the Career Education Standards</p>	<p><b>LNCT 6 - Future of Guidance/ Pastoral Care</b> (<a href="http://www.glasgow.gov.uk/CHttpHandler.ashx?id=12523&amp;p=0">http://www.glasgow.gov.uk/CHttpHandler.ashx?id=12523&amp;p=0</a>) clearly outlines the five main objectives of Pastoral Care within a secondary school namely</p> <ol style="list-style-type: none"> <li>Providing personal support appropriate to the needs of every student</li> <li>Providing support on the school curriculum, specific to the needs of every student</li> <li>Providing vocational support to assist every student to make the transition from school to adult life</li> <li>Providing a programme of personal and social education appropriate to the needs of all students</li> <li>Contributing to the development of a positive school ethos which seeks to promote the self-esteem of every member of the school community.</li> </ol> <p>These objectives are teased out into more specific objectives;</p> <p><b>1. Personal Support</b> Attendance, late-coming, health and other personal welfare matters.</p> <p><b>2. Curricular Support</b> Curriculum, learning and teaching, progress, reporting, attainment.</p> <p><b>3. Vocational Support</b> Careers education, vocational courses, education/industry activities, Further and Higher Education links.</p>	<p>Delivery/creation of training to Leadership Team (following J Arthur session)</p> <p>Ensuring the delivery of this session at a DM</p> <p>Increasing employer engagement per dept/faculty – supporting this - Creating agreed template for employer discussion</p> <p>Looking outwards- to meet with good practice on Teams and share with the rest of the group</p> <p>To develop and agree clear timeline/strategy for future</p> <p>To agree a role for young people as leaders within the strategy</p> <p>To link existing opportunities to the skills for work.</p> <p>To increase visibility/understanding of DYW</p> <p>To increase use of My World of Work in relation to whole school opportunities.</p>	



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<p>safety and safe guarding policies and procedures at all times.</p> <ul style="list-style-type: none"> <li>To engage and mentor identified pupils who are most disengaged in order to boost their attainment levels at the school.</li> <li>To develop and deliver bespoke programmes related to enterprise, leadership and employability. <b>DELIVERY OF ANY OTHER QUALIFICATIONS</b></li> <li>To develop and deliver structured programmes, including annual sports events, as part of the transition from P7 to S1. Continuing transition support with vulnerable young people.</li> <li>To provide opportunities which enhance family learning and which showcase the wider work, particularly in relation to health and wellbeing.</li> </ul>		<p>es and opportunities- update Pathfinder</p> <p>Ambassadors</p> <p>Leavers</p>	<p><b>volunteering opportunities (new)</b></p> <ul style="list-style-type: none"> <li>Glasgow Wood Recycling Project invited to Nov event) – links to volunteering opps.</li> <li>By referral from SLT/DYW</li> <li><b>BUILDING A BANK OF LOCAL COMMUNITY VOLUNTEERING OPPS – LINK WITH G FRIZELL/N UMER RE QUALIFICATIONS</b></li> </ul> <p><b>d) The total number of employers (what categorisation and sector they operate in) supporting entrepreneurship in schools (new KPI)</b></p> <ul style="list-style-type: none"> <li>Next session: Period Poverty “Yes” Project. <b>SUPPORTING DEPTS LINK WITH C GRUBB PROVIDING E.G. OPPORTUNITIES TO UTILISE BARISTA SKILLS?</b></li> </ul> <p><b>e) The total number of young people engaged with employers, facilitated by the Regional Group and / or School Coordinator (including virtual engagement)</b></p> <ul style="list-style-type: none"> <li>Careers event, mock interview, workshops,</li> </ul>		<p><b>PROVIDE OPPORTUNITY FOR S6 PUPILS FOR INDEPENDENTLY ARANGED WORK EXPERIENCE (LINK WITH HYNDLAND FOR RESOURCES)</b></p> <p><b>4. Personal &amp; Social Education PSE.</b></p> <p><b>5. Development of a positive school ethos</b> School aims, values, rules and ethos. Behaviour management, recognition of achievement, anti-bullying, equal rights, citizenship, safety and security.</p> <p><b>PTPC WITH RESPONSIBILITY FOR DYW:</b> ARRANGE SDS SUPPORT IN PSE S1: INTRO TO MY WORLD OF WORK S2: SUPPORT WITH OPTIONS S3: SKILLS AND QUALITIES FOR LEARNING, LIFE AND WORK S4/5/6: SUPPORT WITH CV’S/INTERVIEWS</p> <p>INCREASE ENGAGEMENT WITH EMPLOYERS</p> <p>POTENTIAL ENTERPRISE ACTIVITY – WITH A BUSINESS, PROJECT DAY OFF TIMETABLE.</p> <p>S5 CAREER READY PROGRAMME – EMPLOYER MENTOR, ATTEND MASTERCLASSES, PAID 4 WEEK INTERNSHIP.</p> <p>TO INCREASE FREQUENCY OF MY WORLD OF WORK</p>	
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<p>which is being undertaken by the Rangers Charity Foundation in the wider community.</p> <ul style="list-style-type: none"> <li>• To act as a bridge between the activities and beneficiaries of the Hub in the Community and the wider work of the Rangers Charity Foundation.</li> <li>• To provide excellent internal communications and contribute to effective external communications for agreed programme activity.</li> <li>• To contribute to the Foundation's overall strategy and charitable activities as a member of the wider team.</li> </ul>			<p>GTG, Skills for work programme – hospitality/childcare course, potential cyber security sessions (computing)</p> <p><b>f) Working with partners to create a written planned approach to employer engagement for the period 2022/23, including the role of the School Coordinator (this should also include youth enterprise activity)</b>          -Complete new employer engagement form to note employer partners          -report on RUBI to note engagement</p> <p><b>g) Evidence of all partnerships established or developed in 2022/23 at each level, as defined by the <a href="#">Education-Employer Partnership Guidance</a>, including the types and number of activities delivered which determines the level reported, of which:</b></p>				
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			<p>is a new education-employer partnership</p> <p>is an existing partnership, benefitting from Regional Group support</p> <p>is an established partnership which is not befitting from Regional Group support</p> <p>- Further notes on employer engagement</p> <p>KPI 4</p> <p>a) <b>The total number of young people, from target groups, who have been offered employer engagement activity</b></p> <p>S6 mock interviews S5 JP Morgan, Barclays S4 sessions Referrals for volunteering/work experience 3 Info sessions for pathfinders (at risk yp)</p> <p>b) <b>The total number of young people, from target groups, who have participated in employer engagement activity</b></p> <p>S6 mock interviews S5 JP Morgan, Barclays S4 sessions Referrals for volunteering/work experience 3 Info sessions for pathfinders (at risk yp)</p> <p>c) <b>The total number of employers supported by DYW Regional Groups / DYW School Coordinators to offer work-based learning to those who would benefit most</b></p>			
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			<p>S6 mock interviews  S5 JP Morgan, Barclays S4 sessions  Referrals for volunteering/work experience  3 Info sessions for pathfinders (at risk yp)</p> <p><b>d) A written report detailing specific activities undertaken by the DYW Regional Group / DYW School Coordinator to support employers to provide employer engagement activities for those who would benefit most</b></p> <p>Case study: Quarterly report regarding employer engagement/certain events/activities</p>			
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## Appendix 2 - LT Feedback

### WHAT WAYS CAN WE DO MORE AS TEACHERS/ PRACTITIONERS?

*“Re-establish business partnerships for the school”*

*“Organise talks, workshops, embed employability in BGE, CLPL”*

*“Make links to real world in lessons. Subject links to meta skills e.g. on LI / SC ppt slides, each dept with most common meta skills used. Displayed on notice boards. “*

*“Displays, transferable skills focus - focus on a few things, week of work experience again, Linking skills from subjects to careers in each subject. Offer every pupil work experience to build confidence.”*

*“DYW parties, linking in with businesses, arranging trips that are linked with subjects and qualifications, different people coming in to talk about their careers to junior school.”*

### WHAT ELSE YOU WOULD LIKE TO SEE FROM OTHER PARTIES?

*“Harness local community links to support subject choice”*

*“A person to give do the liaison as it is time consuming for staff. “*

*“More engagement with school, building links to support pupils, attending events and being more visible within the school community “*

*“Time to run trips”*

### HOW CAN THE DYW TEAM SUPPORT YOU AS MIDDLE LEADERS TO PROMOTE THE META SKILLS?

*“Consistency across the school. Keep it simple. A template for starter slide / plenary that everyone uses: it includes meta skills, learning intentions, charter etc.”*

*“Design a KSS poster of meta skills and distribute. Design a leaflet for parents showing where children will develop these skills throughout the school. “*

*“Provide CPD. Ask departments to identify and share key meta skills. Share examples of frameworks.*

*“Develop a tracking system for young people. As an agenda item at all meetings. “*

*“Attend events, inserts in PSE, assemblies, tell employers this is what we are working”*

*“Launch at assemblies. Lessons to promote meta skills and raise awareness in PSE. Could use these for co creation of success criteria “*

*“Class observations and team teaching “*

*“Whole school approach which is consistent, provision of visual materials, metaskill merits/charter champion cards, promoted during year group assemblies.”*

### HOW ARE YOU GOING TO SUPPORT YOUR STAFF TO PROMOTE THE META SKILLS?

*“Implement whole school approach, encourage learning conversations to include meta skills”*

*“Meta skills added to learning conversation sheets. Display the meta skills. “*

*“Discuss at DMs / meetings / Inservice days “*



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*“Break skills down into language pupils understand, use in learning conversations and end of unit reviews. “*

*“Discuss at DM”*

*“Make specific reference to the language during lessons “*

*“Standing item on DM Agenda, sharing good practice items on DM agenda, examples of meta skills to show case during meetings, making materials visible in the classroom”*

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## APPENDIX 3 – EMAIL TEMPLATE

Subject: Partnership with Knightswood Secondary School

Dear [company Name/recipient],

I'm reaching out from Knightswood Secondary School, and we're eager to build relationships with local businesses like yours. We believe in the power of collaboration and invite your company to join us in shaping the future of our developing young workforce.

Your business could get involved through:

- **Visits and Trips:** Allowing young people to engage firsthand with the workforce.
- **Mentorship:** Share your insights and experience with our pupils.
- **Work Placements:** Offer hands-on learning opportunities.
- **Guest Speaking:** Inspire pupils with your career insights.
- **CV Advice:** Support our young people to create meaningful CV's.
- **Workshops:** Provide short workshops on your area of business.
- **Collaboration:** Contribute to building our curriculum.

Your involvement can be tailored to meet your needs, if this resonates with you, let's discuss how we can create a meaningful partnership. We look forward to making a positive impact together!

Best regards,

[Your Name]

[Job Title]

**Knightswood Secondary School**

**Working Together – Learning Together – Succeeding Together**





# APPENDIX 4 – ONLINE MEETING AGENDA

**Meeting Agenda: Knightswood Secondary x [Local Businesses]**

**Date/Time/Location:**[Date/Time/Location]

**Agenda:**

## **1. Welcome and Introduction (5 minutes)**

- Welcome all participants.
- Briefly introduce the purpose of the meeting.
- Share school vision/values/aims and importance of partnerships.

## **2. Sharing Business Expertise/Good Practice (10 minutes)**

- Local business representatives share insights into their industry and the skills needed in the current job market in Glasgow.
- Discuss the potential role of local businesses in shaping the school's curriculum.
- Share current partnerships and examples of good practice within the school.

## **3. Exploring Partnership Ideas (15 minutes)**

- Brainstorm potential ways businesses and the school can collaborate, such as trips, mentorship programs, or talks.

## **4. Q&A and Discussion (5 minutes)**

- Answer any questions and discussions.
- Address concerns, suggestions, and feedback.

## **5. Action Planning (10 minutes)**

- Identify concrete next steps for forming partnerships.
- Assign responsibilities and establish timelines.

## **6. Closing Remarks (5 minutes)**

- Summaries key takeaways and action items.
- Thanks to all for engagement.

**Note:** Timings can be adjusted with level of discussion needed. Make sure to distribute the agenda to all participants in advance.



# APPENDIX 5 – CAREER JOURNEY TEMPLATE

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## NAME



## JOB TITLE

RESPECT  
HONESTY  
FRIENDSHIP  
HAPPINESS  
EMPOWERMENT

BE KIND  
GIVE OUR BEST  
BE HONEST  
RESPECT OTHERS  
BE RESPONSIBLE  
INCLUDE EVERYONE

## CAREER PATH

SCHOOL	
FURTHER EDUCATION	
JOBS	

## META-SKILLS

FOCUSING  
INTEGRITY  
ADAPTING  
INITIATIVE

COMMUNICATING  
FEELING  
COLLABORATING  
LEADING

CURIOSITY  
SENSE-MAKING  
CREATIVITY  
CRITICAL THINKING



LEARNING TOGETHER

WORKING TOGETHER

SUCCESSING TOGETHER



**LEARNING TOGETHER**

**WORKING TOGETHER**

**SUCCESSING TOGETHER**

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