

Interesting Practice in Skills (3-18) – Developing the Young Workforce context

Kingussie High School: Profiling employability skills and wider achievement

This document provides a brief summary of the key elements of this project.

For more information please view the exemplar on the National Improvement Hub:
[Profiling employability skills and wider achievements - Kingussie High School](#)

1. Introduction

Establishment	Kingussie High School
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About the establishment/ programme	Kingussie High School is a Highland school of around 400 pupils, based in the heart of the Cairngorm National Park. We are a school with traditional values but a modern approach. We believe the curriculum drives attainment and we aim to offer a wide variety of courses and learner pathways to ensure all young people have the best opportunity to reach a positive destination. In order to succeed with this, we have a well-established career education programme with a variety of strong local employer partnerships. Our DYW programme has a number of different strands and this exemplar will concentrate on our Profiling and Employability strategy, specifically detailing information on our E-Portfolios and Wider Achievement Reports used for profiling in the BGE, and our Visual CV's which we use as part of our learner journey process into the Senior Phase.
Main tags (please delete / add)	Secondary Employability Employer engagement Training provider 3rd sector Equalities and inclusion Parents Senior phase

	Career Management Skills
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2. Current developments:

What has been done?	Profiling and Employability at KHS This is a short synopsis of three initiatives in our DYW programme at Kingussie High School. • E-Portfolios • Wider Achievement Reporting • Visual CVs
How was this done?	E-Portfolios Profiling is a key component of a student's development at Kingussie High School. We promote the importance of self-reflection and improvement with our students and want to produce a profile that reflects a student's progress in learning and achievement. We built our E-Portfolio through Google sites and it allows the student the opportunity to store a variety of pieces of information about themselves, their learning and their skill development, digitally. We use this throughout the BGE Phase to allow students to reflect and evaluate learning. We reached an agreement with our ASG (primary cluster) that all pupils from P6 upwards would use the same system so the pupils arrive in Kingussie High School being accustomed to it. Wider Achievement Reporting At Kingussie High School our pupils participate in a vast range of local opportunities (both connected and not connected to school) that are on offer and we realise those activities increase a young person's skillset and employability. We began tracking those wider achievements and created a standard but personalised report which we send home to parents three times a year. In the reports we give information on attendance, house points (and the number of points the student has submitted), alongside a list of achievements that we know the student has completed. This information is gathered throughout the session and stored in a spreadsheet. Visual CVs We were aware that some young people struggled to articulate the skills they learned through certain hobbies or activities they undertook in their own time and relate

	these skills to the world of work. The creation of Visual CVs through PSE allows the pupils the opportunity to take their own hobby or activity and break it down, thus understanding why this activity might be important to the world of work. The vocabulary used on the visual CVs links to our Kingussie High School Skills Framework. We used Canva to design the Visual CV's and using the students chosen activity and their own ideas to construct the Visual CV. During the SDS one-to-one interviews in S3, these Visual CVs are used as a vehicle to promote discussion around future plans.
What is the (intended) impact?	The intended impact of our programme is ultimately to increase the employability of our young people. We know it is vital that our pupils leave with the skills they will require for life, work and learning and be able to articulate these skills. We aim for our students to link the activities and achievements they undertake in their own time, to the KHS to understand that and understand the skills they are developing can be how other activities and achievements can be transferred to other areas.
What we have learnt from our journey so far?	The curriculum is the key to driving attainment and achievement in schools. Skills developed through attainment and wider achievement lead to positive sustained destinations. We also learnt that simple ideas are often the most effective ideas.
Best piece of advice	A school curriculum, DYW initiatives and employability focuses need to be all linked together so they are not seen as isolated experiences. They also need to be linked to your local circumstance.
CfE/Curriculum link/ skills development	E-Portfolios All subjects are asked to support pupils in submitting examples of their best work. E-portfolios are also used for target setting and tracking wider achievement. Wider Achievement Reports Wider achievement reports are used to celebrate and share learner success across the school community. They have been a key strategy in raising awareness with parents / carers of how wider achievement can contribute to skill development. Visual CVs All curricular areas asked to have a set of progressive

	employability focussed lessons throughout the S1-S3 as part of our BGE curricular expectations. During our S3 PSE Programme (careers section), we ask pupils to create their own Visual CV. This is then used as a tool to enhance the one-to-one discussions between the student and SDS Careers Advisor.
Wider DYW context?	An integrated (Primary and Secondary) approach on Profiling through our E-Portfolios for our associated primary schools. Our Wider Achievement Reports form a major part of our tracking system; these run alongside our attainment reports and enhance our knowledge of the holistic student.
Partnerships	• Google for Education • Skills Development Scotland
Standards and guidance materials	Did you use any of the following documents in preparation or alongside the development of this project: Career Education Standard Work Placements Standard School/Employer Partnership Guidance
Watch this space!	E-Portfolios Further embed the E-Portfolio into classroom practice and our Universal Support Programme. Allow increased access of parts of the E-Portfolio to key audiences (eg: employers, parents, etc.) Wider Achievement Reports Continue to improve and enhance our Wider Achievement Reports, gathering more data where possible. We are also looking at linking the activities and achievements to our skills framework to once again, emphasise the vocabulary around skills and strengthen the importance of undertaking more than just attending school. Visual CV's Ensure this is embedded in the Learner Journey process at Kingussie High School. We would like to embark on the creation of a KHS Staff Career and Skill Expertise Resource (eg: Visual CVs for staff).
Quotation(s)	<i>"Visual CVs were created in 'Canva' using terminology that had been developed over time within each individual Google Sites e-portfolio. The terminology</i>

	<i>links to the SDS Horizon Criteria. The final Visual CV is also uploaded to a pupils ePortfolio</i> <i>We also have 'Senior Phase Pathways Planning' Google Docs where learners and key staff review progress over time. Google Docs are useful as learners are able to use 'version history' to review progress over time."</i> – Headteacher. <i>"Everything we do around DYW at Kingussie High School is student centred. We try to avoid "box-ticking" and look at initiatives that increase impact for our pupils. Our Wider Achievement Reports are designed to be simple but powerful and to make it clear to the student and parent that we value their efforts both in and out with the classroom".</i> – Depute Head Teacher <i>"Creating a Visual CV to link my wider achievements to employability skills was like opening a window on a windy day. Everything changed so quickly. I suddenly just got it and could visualise my skill set. I feel indestructible at interview because I can talk about what I do best" – S4 pupil</i>
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3. Added value

Resources

[Kingussie High School website](#)

Contact kingussie.high@highland.gov.uk to find out more.