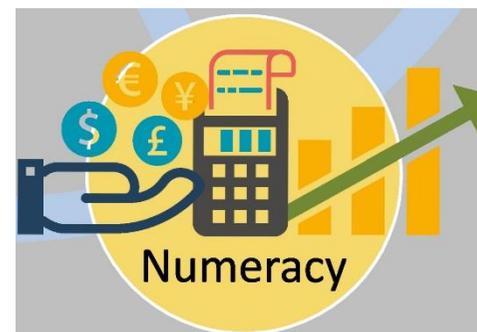
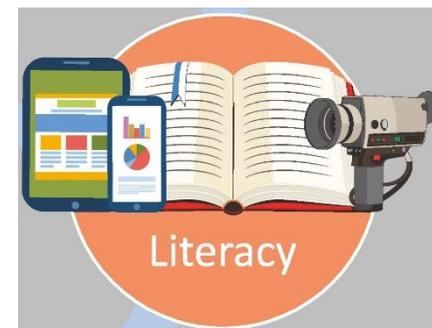
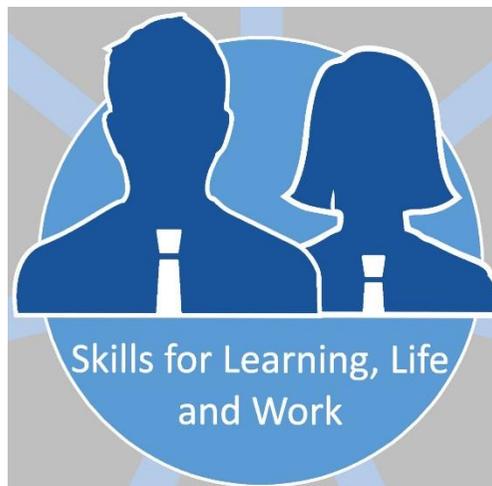
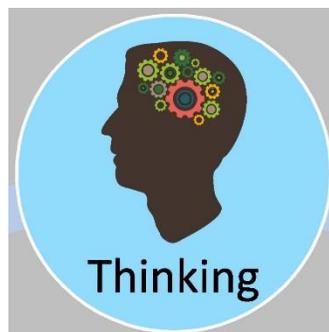


Click the Skills Icons to navigate
to Skills Descriptors





Enterprise

Enterprise

SKILLS THAT EMPLOYERS WANT

WHAT THAT MEANS

ULTIMATE SUCCESS CRITERIA LINKED TO SKILL

With support... Independently... In an unfamiliar context...

Problem Solving

The ability to understand a problem by breaking it down into smaller parts and identifying the key issues, implications and solutions. To apply your knowledge from many different areas to solve a task.

I can break a task into manageable parts to help me understand what is being asked of me and am then able to find a solution

Adapting

The ability to change as a result of external influences to ensure a positive outcome can be reached.

When something does not work the first time, I can look at the problem again and find an alternative way to solve it.

Interviewing

The ability to ask, or respond to, questions that will provide relevant information to inform further actions.

I can ask and answer questions in a structured manner, which allows me to gather useful information.

Resolving

The ability to use information from a number of valid sources to weigh up options and come to a solution.

I can gather information from different media to provide me with a balance of opinions or ideas in order to solve a problem.

Decision Making

The process that results in the selection of a belief or a course of action among several alternative possibilities.

Based on information I have gathered, I can select a course of action that will allow me to solve a problem.

Taking Initiative

Work behaviour characterised by its self-starting nature, its proactive approach, and by being persistent in overcoming difficulties that arise in pursuit of a goal.

I approach tasks with a positive, proactive attitude and always try my best to complete them.

Reliable

Being consistently good in quality or performance and able to be trusted to complete a task or job.

I can be trusted to complete jobs, tasks or sets of instructions given to me.

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SKILLS THAT EMPLOYERS WANT

WHAT THAT MEANS

ULTIMATE SUCCESS CRITERIA LINKED TO SKILL

With support... Independently... In an unfamiliar context

Job Specific

When a specific career has been identified, knowing which skills will be required to be successful in that job

I can use a variety of sources to find out what specific skills and knowledge are needed for my intended positive destination

Career Management

Knowing what your career goals are and how to be successful in achieving them.

I have explored career options and know what is required to reach my intended positive destination.

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Thinking

Thinking

SKILLS THAT EMPLOYERS WANT

WHAT THAT MEANS

ULTIMATE SUCCESS CRITERIA LINKED TO SKILL

With support..... Independently..... In an unfamiliar context.....

Remembering	The ability to store and recall information.	I am able to use techniques to store and recall information.
Understanding	The ability to comprehend a subject or situation.	I am able to make sense of information in order to respond to situations
Applying	The ability to give your full attention to a task and work hard.	I can focus fully on a task and work hard until its completion.
Analysing	The ability to study or examine something in detail in order to discover more about it.	I am able to examine and explain information.
Creating	The ability to make something new or to invent something.	I can form new ideas in response to a situation, stimulus or a problem.
Evaluating	The ability to judge or form a critical opinion of something.	I am able to make judgements based on facts and use them to inform my future learning.
Lateral Thinking	The ability to solve problems through an indirect and creative approach using reasoning that is not immediately obvious.	I am able to solve problems that may not have an obvious solution.
Persuading	The ability to convince someone to do or believe something by providing sound reason.	I am able to put across evidence based viewpoints, perspectives or information to bring others round to my way of thinking.

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Digital Learning

SKILLS THAT EMPLOYERS WANT

WHAT THAT MEANS

ULTIMATE SUCCESS CRITERIA LINKED TO SKILL

With support... Independently... In an unfamiliar context...

Validate Digital Sources	The ability to check that the information I find online is reliable and factual.	I can use a variety of sources to find information online, acknowledge the sources and make sound judgements about their reliability.
Using & selecting IT and software	The ability to use a variety of software on PC/mobile/tablet to improve my learning and the work I produce.	I can use software and apps to enhance my learning.
ICT Presentation	The ability to use a variety of software on PC/mobile/tablet to share information clearly and improve the presentation of my work.	I can use software and apps to share information with others, in a meaningful and easy to follow way.
Digital Organisation	The ability to manage and organise the files I store on my PC/mobile/tablet so that they are easy to access.	I am able to organise my digital work making it easy to access for myself and others.
Online Safety/ Digital Footprint	The ability to keep myself and others safe online.	I understand how to behave safely when using the Internet and I am aware of the positive as well as negative impacts of online communication.

Digital Learning

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Literacy

SKILLS THAT EMPLOYERS WANT

WHAT THAT MEANS

ULTIMATE SUCCESS CRITERIA LINKED TO SKILL

With support... Independently... In an unfamiliar context..

Reading	The ability to understand a text.	I can understand and respond to information contained within text.
Writing	The ability to create texts or record my answers and ideas.	I can use technically accurate language to share thoughts with a specific audience through writing.
Talking	The ability to share opinions and ideas through solo presentations or group discussion.	I can use my voice clearly, with an appropriate pace and tone, to share
Listening	The ability to take on board other people's ideas and understand information when someone else is speaking.	I can understand and respond to information that is shared with me orally.
Researching	The ability to find information and check and evaluate that the sources I have used are accurate and appropriate.	I can use search engines and/or books to find information that is trustworthy to support my ideas and work, whilst always crediting the work of others.
Note Taking	The ability to find and condense information.	I can use text to summarise my thoughts and ideas about information that has been shared with me in a variety of formats.

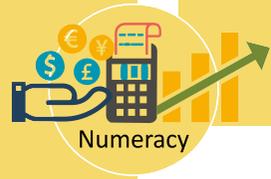
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Numeracy

Numeracy

SKILLS THAT EMPLOYERS WANT

WHAT THAT MEANS

ULTIMATE SUCCESS CRITERIA LINKED TO SKILL

With support...

Independently...

In an unfamiliar context...

Money

The ability to manage money and compare costs.

Using my knowledge of numbers I can solve budgeting problems by comparing costs and understanding profit and loss in terms of buying and selling.

Time Management

Interpret timetables and calculate periods of time.

Using my knowledge of numbers I can interpret timetables and use appropriate equipment and/or equations to calculate time, distance or speed.

Measurement

Work with length, area and volume.

Using my knowledge of numbers I can use appropriate instruments to make measurements and convert between units.

Data & Analysis

Present, interpret and analyse data in a relevant context.

Using my knowledge of numbers I can research and gather information from a variety of methods to process and present them in appropriate formats.

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SKILLS THAT EMPLOYERS WANT

WHAT THAT MEANS

ULTIMATE SUCCESS CRITERIA LINKED TO SKILL

With support... Independently... In an unfamiliar context..

<p>Resilience (Mental)</p>	<p>I can pick myself up and keep on going when a situation is stressful or problematic</p>	<p>I can identify when I am experiencing stress and can use strategies to help me deal with it.</p>
<p>Perseverance (Mental)</p>	<p>Persistence in doing something despite difficulty or delay in achieving success</p>	<p>When I find something challenging, I do not give up and try alternative solutions until I complete the task.</p>
<p>Positive Attitude (Mental)</p>	<p>A feeling of self-assurance arising from an appreciation of your abilities or qualities.</p>	<p>I understand and believe in the abilities I have to complete tasks and can access support if needed.</p>
<p>Reflective (Mental) <i>including understanding your strengths, weaknesses, beliefs and emotions</i></p>	<p>Having an understanding of your strengths, weaknesses, beliefs and emotions.</p>	<p>I am aware of how my actions are perceived by others and do what I can to make sure this is positive. I can use strategies to help me learn effectively and reach my full potential</p>
<p>Self-esteem (Emotional)</p>	<p>Self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self.</p>	<p>I show confidence in who I am and believe that my opinion is important and I am valued by others.</p>
<p>Adaptable (Emotional)</p>	<p>The ability to deal with situations in life, expected or otherwise, in a rational manner.</p>	<p>I can use strategies to help me cope with changing or unfamiliar situations.</p>
<p>Emotionally Intelligent (Emotional)</p>	<p>The ability to articulate how you are feeling in a measured way.</p>	<p>I can talk about how I feel while still appreciating the feelings of others.</p>



SKILLS THAT EMPLOYERS WANT	WHAT THAT MEANS	ULTIMATE SUCCESS CRITERIA LINKED TO SKILL		
		<i>With support...</i>	<i>Independently...</i>	<i>In an unfamiliar context...</i>
Citizenship (Social)	Showing an appreciation for others and my surroundings.	I am polite to others, tolerant of people's differences and take care of the environment that I live and work in.		
Positive Behaviour (Social)	Behaving in a way that is appropriate for the situation we are in.	I can act as a role model for others and demonstrate positive behaviour at all times.		
Interpersonal (Social)	The ability to relate to people in order to create positive friendships, or be able to work together.	I treat others in the way I wish to be treated myself and can stand up for others who may not feel able to stand up for themselves. I am aware of how I present myself and how this is perceived by others.		
Active (Physical)	Appreciating the importance of exercise and physical activity.	I regularly take part in activity to keep myself healthy and enjoy engaging in active learning tasks and challenges.		



Leadership

Leadership

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SKILLS THAT EMPLOYERS WANT	WHAT THAT MEANS	ULTIMATE SUCCESS CRITERIA LINKED TO SKILL		
		<i>With support...</i>	<i>Independently...</i>	<i>In an unfamiliar context.</i>
Working with Others	The ability to effectively interact, cooperate, collaborate and manage conflicts with other people in order to complete tasks and achieve shared goals.	When working in a group, I take an active role and take other people's viewpoints into consideration.		
Delegating	The ability to entrust a task or responsibility to another person.	When working in a group, I know the strengths of others and can provide them with suitable tasks.		
Taking the Lead	The ability to accept responsibility for dealing with a situation.	I am confident in leading a group and can communicate my aims effectively.		
Strategic Management	The process of formulating and implementing major goals and initiatives.	I can plan a task effectively, taking into consideration areas of potential difficulties.		
Encouraging Others	The ability to give someone support or confidence.	I can provide members of my group support when they need help completing a task.		
Negotiating	The ability to listen to opinions, give my own opinions and ,through discussion, come to a mutually positive conclusion.	I can solve problems by talking to others in my group or those in other groups.		
Planning & Organising	The ability to think ahead in order to identify and implement strategies to help you achieve your goal.	I can complete a task by creating manageable targets and completing each target in turn		

Our Rationale

To ensure our cluster 'Develops Our James Young Workforce' effectively it is vital all pupils have the necessary skills; and most importantly all young people are able to **articulate** these from Early Years to Senior Phase.

To need to develop pupil skills is central to Building the Curriculum 4 and to The Career Education Standard. As a cluster we developed a Skills Framework allowing all teachers to use a common language to demonstrate with clarity:

- The meaning of each skill
- Progression through each skill throughout their Broad General Education.

Using [Employer Skills Survey 2015](#), from 'The Missing Piece' by Tom Ravenscroft and looking Outwards to Larbert High School we adapted our own Skills Framework for our cluster that will be used within all aspects of our curriculum.

<p>LEADERSHIP</p> <p>Teamwork</p> <p>Leadership</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> • I can take turns with other children • I can sometimes describe how I feel 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I am willing and able to take turns on an activity with my peers • I can tell a trusted adult how I am feeling 	<p>Activities</p>
<p>LITERACY</p> <p>Presenting</p> <p>Listening / Understanding</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> • I can speak clearly to someone I know • I can listen to others for a short time 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can share my ideas with another person • I can listen with enjoyment and respond appropriately to stories 	<p>Activities</p>
<p>THINKING</p> <p>Problem Solving</p> <p>Creativity</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> • I can ask an adult to solve problems for me • I can use my imagination during play activities 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I know who and when to ask for help to complete a task • I can develop my imagination in a recognisable context 	<p>Activities</p>
<p>WELLBEING</p> <p>Developing Aspirations</p> <p>Developing Resilience</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> • I am learning what 'trying my best' means • I respond to praise from adults about my work and play 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I know what 'trying my best' looks like and feels like • I can discuss my Learner's Journal with an adult and explain why something is my 'best work' 	<p>Activities</p>

<p>LEADERSHIP</p> <p>Teamwork</p> <p>Leadership</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> • I can work with other children to do something together • I know why teams are sometimes better than working by myself • I am happy to help with different jobs in my team and take responsibility for finishing my job • I can describe how I am feeling to my team • I can describe how my team mates are feeling • I can make sure everyone has a job and can help my team mates when they need me 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can make a contribution towards a bigger task as part of a group • I can explain why teamwork can be more effective than working alone in some situations • I can take on different jobs in my team to complete the team task • I can explain my feelings working with others in a group situation. • I can explain how members of my team are feeling, showing empathy for others • I can allocate tasks to different members of my team, and be able to identify when they need support 	<p>Activities</p>
<p>LITERACY</p> <p>Presenting</p> <p>Listening / Understanding</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> • I can speak clearly to a small group of people I know • I can speak clearly, adding detail to people I know • I can order what I am saying in order to make sense • I can listen to adults, follow instructions and repeat what I heard • I can listen to other children and ask questions about what I heard • I can follow a conversation and tell other people what it was about 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can share thoughts and answers in a wider group e.g. in front of the class • I can share an extended answer while speaking to a group • I can explain ideas in a clear order, using conjunctions to structure what I am saying • I can listen to an adult and follow their instructions • I can listen to others and ask relevant questions about what I've heard • I can listen to more than one person talking, retain the information and give a basic account of what they were saying 	<p>Activities</p>

<p>THINKING</p> <p>Problem Solving</p> <p>Creativity</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> • I know who I can ask when I need help • I can explain a problem I might have and get someone to help me with it • I can find extra information, with help from others to solve an everyday problem • I can talk about when I use my imagination • I can share what I imagine through writing, drawing, acting out a situation • I can use my imagination to develop ideas for given success criteria 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I know when I need help from an adult and will seek help from a suitable adult • I can identify routine everyday problems and ask for adult help with possible solutions • I know where I need extra information to solve routine problems and can find this with help from an adult or peers • I can understand and talk about ideas inside my head • I can express and share what I am imagining • I can produce ideas of my own to meet a given brief or success criteria 	<p>Activities</p>
<p>WELLBEING</p> <p>Developing Aspirations</p> <p>Developing Resilience</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> • I know what trying my best means • I know it is important to try my best if I am going to get better • I know HOW to try my best and feel proud when I do • I know that when things go wrong, people can get angry or upset • I know that getting angry or upset when something goes wrong does not help • I try to stay calm when something goes wrong 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can explain what my best looks like in the context of my classwork • I respond to encouragement from staff and show pride in my achievements • I am aware of when I am working at my best, can evidence this and take pride in it • I can see that people might get angry or upset when things go wrong and I can link this to my own experiences • I can talk about why it is important to manage negative feelings • I can respond to setbacks calmly 	<p>Activities</p>

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Second Level Progression

<p>LEADERSHIP</p> <p>Teamwork</p> <p>Leadership</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> • I know how to get on well with my team and know some ways to resolve a disagreement • When I have finished my task, I can help others complete their task on time too • I help my team make decisions and I am happy to make my own suggestions • I take responsibility for my team mates completing jobs on time • I can help my team come to a decision that most people are happy with and finish the task • I can make decisions to resolve disagreements between team mates 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can deal with disagreements and disputes in an effective way • I can think beyond my part in a task and try to support other team members to complete their jobs • I can contribute to the decision making process and am willing to put forward my own ideas • I can divide roles amongst my peers and encourage them to complete their tasks effectively • I can contribute to group discussion to reach a consensus on what actions should be taken to see the task through to completion • I can resolve disagreements between my peers when in a leadership position by voting 	<p>Activities</p>
<p>LITERACY</p> <p>Presenting</p> <p>Listening / Understanding</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> • I choose an order for my points so that the audience can best understand me • I can use formal language, tone and expression when presenting • I can change my language, depending on purpose and audience • I can explain that there are different purposes to speech and how to identify them • I can listen to a talk and identify the key information I need • I can participate fully in a class discussion, making appropriate responses to others' contributions 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can order information logically and begin to engage my audience with presentation techniques • I have an awareness of, and can use appropriate presentation language, avoiding use of slang or inappropriate language • I can use language appropriate to my purpose and audience, including use of technical or subject specific language • I am aware that there are different reasons why people communicate (eg to ask a question, give instructions, persuade) and can identify some language features of each • I can listen and respond to talk identifying the key information and retaining it • I can follow and participate in class discussion and express opinions to show I have followed the discussion 	<p>Activities</p>

<p>THINKING</p> <p>Problem Solving</p> <p>Creativity</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> • I can find a variety of ways to solve an everyday problem • I can use pros and cons to choose the best way of solving an every day problem • I can explain the difference between everyday and complex problems <ul style="list-style-type: none"> • I can use my imagination to come up with ideas linked to a starting point. • I can combine ideas or concepts to create new ones • I can explain what creativity is and 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can appreciate that there are different ways to solve a problem • I can discuss a problem to evaluate different potential solutions and choose the most effective option • I can identify the differences between every day and complex problems and explain why different approaches could be used <ul style="list-style-type: none"> • I can generate multiple ideas when I am given a stimulus • I can merge simple ideas to create new ones and can identify that ideas have different components • I can explain what creativity is and evidence what it looks like in different settings and by different people 	<p>Activities</p>
<p>WELLBEING</p> <p>Developing Aspirations</p> <p>Developing Resilience</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> • I look for opportunities to develop my skills by trying additional challenges • I can form goals and targets through learner conversations with an adult • I can set my own goals that give me a chance to try something I find difficult <ul style="list-style-type: none"> • I keep trying when something goes wrong and reflect on my mistakes • I show a positive attitude even when something goes wrong and am able to spread that positivity with my peers • I keep trying and encourage others to keep trying, even when things get difficult 	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can seek out opportunities to give myself increased challenge in my learning • I can set simple goals which are achievable and appropriate • I am able to approximately gauge what a stretch goal looks like and define it for myself <ul style="list-style-type: none"> • I can be seen to respond positively to a setback, but also to learn why the problem occurred and overcome it • I can continue to make an effort even when faced with setbacks and can encourage others • I can keep trying and am effective in encouraging others to maintain their level of effort in the face of setbacks 	<p>Activities</p>

Third Level Progression

<p>LEADERSHIP</p> <p>Teamwork</p> <p>Leadership</p>	<p>Learning Intentions</p> <ul style="list-style-type: none">• I recognise the value of others' ideas and actively contribute through useful contributions• I include all team mates in group discussions and encourage them to contribute• I can see when I might get into an argument and can take steps to avoid this • I have an awareness of my own strengths and areas for development and how to make my best contribution during group work• I understand my team mates strengths and interests• I can maximise everyone's strengths to achieve team goals	<p>Success Criteria</p> <ul style="list-style-type: none">• I can appreciate the valuable ideas of my peers and can compromise to reach a joint decision• I can see the importance of including everyone's voice in discussion and can actively encourage others to contribute• I can demonstrate an awareness of wider team dynamics • I can identify my own strengths and development areas through self - awareness enabling me to lead a team effectively • I can identify and articulate the strengths and interests of others in my team• I can allocate tasks in a justifiable way showing an understanding of peer strengths	<p>Activities</p>
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LITERACY

Presenting

Listening / Understanding

Learning Intentions

- I can structure my language in order to make my communication clear and engaging, using examples to illustrate my points
- I can vary the level of detail and language to suit my presentation to the context
- I can adapt my language, structure and gesture to engage my audience

- I can analyse how a speaker uses language and gesture to engage an audience
- I can use my own strategies to listen for a specific purpose
- I can analyse tone, emphasis status of the speaker and their effect

Success Criteria

- I can illustrate key points through examples while using appropriate structure and vocabulary
- I can use the given brief to vary the level of language and detail required
- I can use appropriate tone, expression and language for the given context

- I can analyse and explain how a speaker engages the audience through language and gesture
- I can recognise my own listening skills and listen for a specific purpose, considering the effect of language on that purpose
- I can analyse and consider the impact of tone and emphasis on the audience

Activities

THINKING

Problem Solving

Creativity

Learning Intentions

- I can carry out research to increase my understanding of complex problems
- I can look at the causes and effects of complex problems including carrying out research
- I can create a range of possible solutions to complex problems and the pros and cons of each

- I can explain how I use creativity in a variety of forms in everyday life
- I can use mind mapping effectively as a creative tool to help me generate ideas
- I can outline how introducing a completely unconnected idea can often support creativity

Success Criteria

- I know where to find information to increase my understanding of complex problems
- I can identify the additional information I will need to consider the cause and effect of complex problems
- I can identify a range of solutions and can see the pros and cons of each
- I can identify my development of creativity in a variety of different contexts
- In my use of mind mapping I can generate, develop and link ideas

- I can describe how words, images or sounds can spark creativity and support the generation of ideas

Activities

WELLBEING

Developing Aspirations

Developing Resilience

Learning Intentions

- I can order and prioritise tasks to help me achieve an identified goal
- I can identify people and resources and ensure access to these to help me achieve a goal
- I can create a plan to achieve a simple goal, breaking down tasks and securing resources, independently

- I can develop optimism in difficult situations and focus on that
- I can explain the positive side of a difficult situation to other
- I can generate ideas for changing difficult situations into positive opportunities

Success Criteria

- I can prioritise the steps necessary to my goal

- I can understand that I may need additional people and resources to achieve my goal and I can successfully identify these
- I can create a successful resource driven plan

- I can evaluate a situation and identify a positive outcome
- I can articulate a positive perspective to my peers and, while acknowledging challenges can explore them in a different way
- I can actively seek a positive perspective to challenging situations-

Activities

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