

Scarborough UTC

Curriculum Statement

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Statement of intent

Technical Excellence, Employable Graduates

The strength of Scarborough UTC is its close working relationship with our employers that is forged through the workplace and higher education. By exposing our brightest and most determined young people to the full scale of engineering and design disciplines and opportunities, we will provide a unique learning experience and strongly reflect the commitment of our employers and the University of Hull. We aim for Scarborough UTC to become a centre of excellence for 14-19 technical education in the region which sits at the heart of its community, alongside other schools and colleges.

Our mission is to provide:

- Technical progression routes in to careers in the engineering and computer science industries.
- Technical excellence and frequent real employer experiences.
- The highest standards of teaching and learning every day.
- High quality student outcomes at age 16 and age 18.

Signed by:

_____ Principal Date: _____

_____ Chair of governors Date: _____

1. Aims

Our curriculum aims to:

Our vision statement is 'Technical Excellence, Employable Graduates'. The aims of our curriculum are to develop the knowledge, skills and understanding needed by good engineers and computer scientists to be able to progress in to the best career opportunities in the engineering and computer science fields both locally, regional, and nationally. The intention is that a significant element of the curriculum focuses on the core skills needed to succeed in these areas; these are literacy, numeracy, engineering and computer science technical skills and professional values and employability skills. Facilitate our students' achievement of high quality level 2 and level 3 technical and academic qualifications within an ethos that prepares them to excel as highly employable young men and women in the modern world. The curriculum is built around our **Professional Values** and **Employability Skills** of:

S – Self management including organisational skills and hard work, good manners, Using initiative and being self motivated, Working under pressure and to deadlines, Ability to learn and adapt, respect and honesty

U – Understanding including problem-solving, enquiry and analysis, Numeracy and IT skills

T – Teamwork, Valuing diversity and difference, Communication, literacy and interpersonal skills, Negotiation skills including collaboration, kindness and resilience

C – Creativity including curiosity, imagination and ingenuity

Truly employable young men and women, who are well prepared for life in modern Britain will need to embrace and embody these British values. Every day, through our College professional values and employability skills our students have opportunities to demonstrate their employability and therefore ultimately their ability to take their place as young adults in modern British society.

At Scarborough UTC, we actively promote positive, inclusive values. We believe that our statement of vision and values, found on the College website, makes explicit our fundamental belief in many of these values. This statement is the foundation of all our work with our students.

We believe British values are those values expected of anyone living in Britain, regardless of their nationality, culture or religious belief.

Our ethos reflects these values. We place great emphasis on building positive relationships in the UTC, amongst the students themselves and between staff and students. We strongly believe students should not merely be taught such values but that they are embedded into College life and how we do things.

We strive to support our students to develop into confident, happy, successful young adults who have empathy towards and an understanding of those less fortunate than themselves.

Students will build knowledge and understanding of engineering through...

- Contributing to a series of industry-led 'major projects' in projects teams
- Visiting partner organisations to gain firsthand experience of the engineering world
- Partnering with the engineering faculty at the University of Hull
- Working with mentors from industry and education

Students will develop life skills, independence and knowledge through...

- Building a record of academic and professional achievement
- Courses in business enterprise and entrepreneurship, global and environmental awareness
- Leading and taking part in enrichment activities
- Taking part in RE, PSCE (Leadership and Personal Development), citizenship and sports activities
- Receiving the very best in careers education

Our curriculum will enable students to develop the skills that are highly sought after by universities and employers today:

- Creativity and ingenuity
- Enquiry and analysis
- Problem-solving and resilience
- Self-management and organisation
- Teamwork and collaboration
- Technological confidence and technical skills

The focus on these attributes and capacities in the curriculum ensure our students develop the 'character' to succeed in the modern world.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1. The governing board

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The college is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The College implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 10 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2. Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the College chooses to offer, have aims and objectives which reflect the aims of the College and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The College's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3. Other staff

Other staff will ensure that the College curriculum is implemented in accordance with this policy.

4. Organisation and planning

- All students follow a programme of learning designed to develop core technical skills in fabrication, machining, welding, CAD and CNC. In KS4 engineering is a core subject.

- The Scarborough UTC employability and technical skills curriculum provides high quality opportunities for students to develop the knowledge, skills and understanding, alongside our professional values, which will help them access the significant opportunities available in the engineering and computer science sectors and thus help to narrow the skills gap in STEM industries. This will be achieved through the integrated delivery of the components of this curriculum as follows:
- **Technical skills development** activities – building a set of core competencies in the use of hand tools, machinery, equipment and ICT found in all good engineers and computer scientists.
- **Technical curriculum qualifications** – achievement of three complimentary engineering qualifications which give broad based knowledge, understanding and skills in engineering, linked to our engineering specialism and which through their GCSE equivalency provide excellent opportunities for progression.
- **Project based learning** – foster the development of key employability skills through the application of knowledge, skills and understanding in to projects designed on industry contexts.
- **Duke of York Award** - The Duke of York Award for Technical Education acknowledges the success of young people choosing technical education and encourages wider support from parents, businesses and other stakeholders. The Award recognises a combination of qualifications, work experience placements and the development of wider competencies required in the workplace such as communication skills and problem solving.
- **Work Experience** - taking part in a meaningful and relevant work placement during year 10, ideally in a STEM industry environment where students have to apply, be interviewed and complete a diary as part of the placement.
- **Physical education** – one hour each week of PE taught by a subject specialist which is focused on general health and well-being but also providing opportunities to develop knowledge, skills and understanding in a range of sports disciplines.
- **Enrichment (2hrs each week)** – a range of activities including DofE, CCF, STEM challenges and sport
- **Leadership and Personal Development (LPD) and Tutor time** – tutor groups by year group, weekly schedule of key tasks including citizenship, and professional values, British values, mentoring, UCAS, current affairs, literacy and Progress and Employability File. One hour per week of LPD during which time students learn about persona, social and health education issues appropriate for their age range.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study all subjects at the UTC, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the College is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Governing board meetings, link governor college visits

Directors of subject monitor the way their subject is taught throughout the College by the use of:

- *Planning scrutiny, learning walks, book scrutiny, pupil voice etc.*

Directors of subject also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the vice principal – student achievement. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives

