

Personal & Professional Development Policy

Last review date:		September 2023	
Next review date:		September 2024	
Statutory Policy:		Yes	
Date	Version	Reason for change	Review
			Annually

This policy includes our responsibility for careers, advice and guidance, in addition to relationship and sex education.

Contents

	Section	Page
1	Introduction and Context	3
	1.1. The Personal and Professional Development Curriculum	3
	1.2 Aim	3
	1.3 Entry Tasks	3
2	Relationship and Sex Education	4
	2.1 Relationship and Sexual Health	4
	2.2 Physical Health and Wellbeing	4
	2.3 Content Delivery	4
	2.4 Equality of Opportunity	5
	2.5 Students with ducational Needs and Disabilities (SEND)	5
	2.6 Safeguarding, reports of abuse and confidentiality	5
3	Careers	6
	3.1 Progamme of study	6
	3.2 Gatsby Benchmarks	6
4	Professional Competences	9
	4.1 Work Ready Skills and Experience (WRYSE)	9
	4.2 What are the WRYSE Competencies?	10
4	Working with External Agencies and Industry Professionals	10

1. Introduction and Contact

1.1 The Personal and Professional Development Curriculum

1.1.1 BOA Stage and Screen Academy is not just about academic, technical and vocational success; we are focused on preparing young people with the tools they need to enjoy a successful and fulfilling life. Our mission is to create an academy where students can thrive, manage any pressures in an effective way and learn how to be happy, whilst we equip students for independent living and the next stage in their education or career.

1.1.2 Our bespoke Personal and Professional Development (PPD) curriculum comprises much more than PSHE and Careers themes, and whilst it is underpinned by government guidance, it offers a wide range of other educational opportunities and frameworks to scaffold student growth and success.

1.1.3 PPD is delivered through weekly timetable group sessions with students PPD Tutor, one to one coaching and mentoring sessions, assemblies, themed days and is a golden thread throughout our curriculum.

1.2 Aim

1.2.1 Our aim is to support and equip students with current issues that they may face in the wider world, to enable them to make informed choices and opinion, whilst developing their moral compass and supporting next steps.

1.2.2 Our PDD curriculum strives to:

- **Prepare students for life and work after BOA Stage and Screen Academy.**
- Improve students' emotional literacy.
- Help students to stay safe (also online) & healthy.
- Develop students' confidence & resilience.
- Develop healthy relationships through RSE.
- Deepen students understanding of British Values & the academy values.
- Further develop students' numeracy (personal finance, tax, freelance), literacy and digital skills.
- Support students to plan for, prepare for, and take their next steps.
- Provide students with the knowledge and understanding to make decisions about careers

1.3 Entry Tasks

1.3.1 Students **Personal and Professional behaviours and competences** are developed and embedded throughout the curriculum. This ensures that students' are confident in their abilities, and have the skills and knowledge to achieve their goals, both academic and personal. This enables students to successfully weather the storms, improve well-being, engagement and performance. We support students in facing challenges and being the best, they can be.

1.3.2 During the start of each day, students complete 'entry tasks' to support either:

- **Media Monday:** responsive to national and international news and current affairs.
- **Teaching Tuesday:** further develop numeracy and literacy skills.
- **Wellness Wednesday:** foster student well-being and develop resilience and character.
- **Thoughtful Thursday:** increase their understanding of British values and provide students with a time to reflect on Academy values, home values and their own developing values.
- **Feedback Friday:** Understanding personal and professional growth.

2. Relationship, Sex, Health Education (RSHE)

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

2.1 Relationship and Sexual health including:

- Different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers, marriage or other type of committed relationship.
- How to recognise, understand and build healthy, nurturing relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- Healthy relationships and safety online.
- Factual knowledge, and the law around sex, sexual health and sexual orientation, gender identity, set firmly within the context of relationships.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- Female Genital Mutilation (FGM), honour based violence and forced marriage.

2.2 Physical health and mental wellbeing including:

- Mental health and wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs and tobacco
- Health and prevention
- First Aid
- Changing adolescent body

2.3 Content Delivery

2.3.1 The content will be taught in an age appropriate and developmentally appropriate way. Topics will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing students with the knowledge they need of the law.

2.3.2 Teaching will build on the knowledge about relationships and sexual health as well as physical health and wellbeing acquired at primary and secondary school, and develop further students understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

2.3.3 RSHE will be set in the context of a wider whole-academy approach to supporting students to be safe, happy and prepared for life beyond post 18. The curriculum on relationships and sex will complement, and be supported by, the academy's wider policies on behaviour, inclusion, respect for equality and diversity, SEND, e-safety, anti-bullying and safeguarding.

2.3.4 Internet safety and the rules and principles for keeping safe online will be taught throughout all aspects of the PPD Curriculum and pathway subjects.

2.3.4 Menstruation: In addition to curriculum content, adequate arrangements will be made to help students prepare for and manage menstruation, including requests for menstrual products.

2.3.4 Teaching about mental well-being is central and the content delivered will give students the knowledge and capability to take care of themselves and receive support if problems arise.

2.3.4 The content will support the wider work of school in helping to foster student well-being and develop resilience and character that we know are fundamental to students being happy, successful and productive members of society.

2.4 Equality of Opportunity

2.4.1 We will use RSHE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues.

2.4.2 RSHE delivery is designed to comply with the Equality Act 2010 and will include LGBT+ content in the programme. This will include talking about LGBT+ families and teaching about sexual orientation and gender identity.

2.4.3 The religious background of all students will be taken into account when planning teaching and comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

2.4.4 Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that students clearly understand what the law allows and does not allow, and the wider legal implications of decisions they make.

2.4.5 Under the Equality Act, the school will not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnerships, or sexual orientation.

2.5 Students with Special Educational Needs and Disabilities

2.5.1 Relationships Education, RSE and Health Education will be accessible for all students.

2.5.2 High quality teaching is differentiated and personalised. This is the starting point to ensure accessibility for all pupils.

2.5.3 The academy will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for students with SEND.

2.5.4 The academy is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some students. For example, students with Social, Emotional and Mental Health Needs or learning disabilities. For some students there may be a need to tailor content and teaching to meeting the specific needs of young people at different developmental stages.

2.6 Safeguarding, reports of abuse and confidentiality

2.6.1 The academy recognises that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role schools have in preventative education. Our RSHE and PSHE provision takes account of our local context and is responsive to the needs our students within the context of our community.

2.6.2 We will allow our young people an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Students will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

2.6.3 In line with the document Keeping Children Safe in Education (KCSIE, 2023), all staff are aware of what to do if a student tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and Children's Services.

2.6.4 A member of staff will never promise a student that they will not tell anyone about a report of abuse, as this is not in the best interests of the young person.

3. Careers

3.1 Programme of Study

3.1.1 The academy is committed to providing a planned programme of Careers Education, Information and Guidance for all students in Years 12 and 13. Careers is an integral part of the curriculum, and is taught via the PPD curriculum and pathway subjects.

3.1.2 Young people graduate BOA Stage and Screen Production Academy fully equipped to enter the industry. By the end of students study programme, our learners have the qualifications, credits, experience, connections, skills and knowledge they need to:

- Enter the workplace as a fully equipped freelancer.
- Secure entry-level employment contracts in the regional industry.
- Progress onto higher apprenticeships.
- Pursue related disciplines at the very best Higher Education Institutions (including world renowned universities, film schools and production academies).
- See our [careers guide](#) for more information.

3.1.3 The careers programme aims to:

- Inspire and motivate students to fulfil their potential.
- Encourage every student to consider a broad and ambitious range of progression routes and careers.
- Enable students to become self-governing, independent and resilient to ensure that they leave the academy prepared for life in modern Britain.
- Provide access to high quality work experience opportunities.
- Provide access to Independent Information, Advice and Guidance (IAG) through our partnerships with employers, educational and apprenticeship providers.
- Deliver high quality impartial information advice and guidance that is tailored to each students individual needs with a one-to-one careers meeting quality, confidentiality and impartiality.
- Support every student in making a successful transition into Post 16 and Post 18 Education, Employment and Training.
- Engage parents/carers in the careers programme to enable every young person to make informed choices for their future.
- Adhere to the Careers Development Institutes Code of Ethics to provide a service that promotes equality, confidentiality and impartiality.

3.2 Gatsby Benchmarks

BOA Stage and Screen Production Academy has adopted the [Gatsby Benchmarks](#) because they are judged to be an outstanding system for career guidance.

3.2.1: Benchmark 1_A stable careers programme

- The academy will measure and assess the impact of its own careers programme using the Gatsby Benchmarks and the Compass+ tool, as well as using our own internal tracking systems. We regularly evaluate our programme using opinions of providers, students, staff and parents.
- The Senior Leadership Team support the careers programme, with the Careers Leader being a member of the Senior Leadership Team to promote and champion the programme in weekly leadership meetings.
- Resources have been allocated to enhance the careers activities we can provide.

- A dedicated area of the academy's website details useful and up-to-date information for use by student, parents and staff.
- Our Provider Access Policy is also published on our website for the benefit of employers and educational establishments.

3.2.2: Benchmark 2_Learning from career and Labour Market (LMI)

- Students will be informed of updated LMI information through their PPD lessons, annually through assemblies and in their individual careers interviews.
- A dedicated LMI section on the academy website is regularly updated and [published](#).
- LMI is included in pathway lessons, assemblies and shared on Microsoft Teams for students.
- Staff will be kept up-to-date in annual CPD careers sessions where consultation with industry partners takes place.
- Industry professionals regularly visiting the academy, students undertake work placements and educational trips are offered to help to contribute to the delivery of LMI information (Production Futures, Birmingham Film and TV Market, Story Town, Aston Careers Fair).
- LMI information will be disseminated to parents at key pathway evenings and through the academy's website.

3.2.3: Benchmark 3_Addressing the needs of each student

- Our Careers Programme is designed to support our students into the career pathway of their choice. Each student will have tailored advice and support at key transition points (Application, induction, year 1 to year 2, post 18 options).
- We aim to raise the aspirations of all of our students, encouraging them to consider a range of pathways at post 18 that will help them to access Higher Education, Employment, Apprenticeships and Degree Apprenticeships.
- We challenge career stereotypes through our pathway programmes and setting examples through our industry links and partners.
- The academy keeps an accurate record of all of our students' career related experiences and uses this to tailor and target future support.
- A detailed database with all student's career aspirations allows us to carefully tailor our careers programme, advice and support.
- Our Alumni Network is continually growing so that we can track the destinations of our students and use this to inform and evaluate our careers programme.
- Our SEND students receive targeted support from our Careers Adviser and extra support where needed; for example in sourcing supportive workplace experience opportunities.
- Destinations are collated by the Academy Administrator with the support of the Careers Adviser, who reports these to the local authority.
- The Pastoral Manager supports vulnerable groups at key transitions.

3.2.4: Benchmark 4_Linking curriculum learning to careers

- We have a whole academy approach to careers where careers staff, teachers and pastoral staff help to support our students as they navigate their career pathways.
- Career learning is incorporated into all subjects, not just PPD, English and Maths.
- Each pathway has a dedicated careers, progression, and next destination unit as part of their core qualification. Key links with local employers, industry professionals, universities and apprenticeship are encouraged to not only support student work placements but to create new opportunities for students within lessons or for educational visits.
- An annual curriculum consultation event for all teaching staff is dedicated to careers.
- Each year group has a series of PPD lessons dedicated to next steps, which are tailored to the different stages of their career learning.

- Opportunities to gain employability skills (Wryse Competencies) will be signposted in lessons to help students feel more prepared for the workplace.
- Wryse competencies will form a large part of the careers programme in general but targeted activities will be organised by the pathway teachers and the Careers Lead.
- Departments promote and recognise achievements that can contribute to students' future applications or showcase their developing skillset, within exhibitions, praise events and via the academy newsletter and academy socials.

3.2.5: Benchmark 5_Encounters with employers and employees

- We have built up a strong network of local and national employers, industry partners and freelancers, many of whom regularly return to support the academy each year via work placements, workshops and careers talks. We continually work to expand this network to give our students access to a wide variety of external speakers.
- All students attend an annual Careers Fair where they meet a range of employers every year.
- All students have opportunities to take part in events with employers throughout the year, including work placements, trips, assemblies and workshops.
- We are developing a strong Alumni Network which allows us to create a variety of encounters for our students and enriches the delivery of our careers programme.
- BOA Stage and Screen Production Academy will work closely with Screen Skills UK, Create Central, Culture Central and Production Futures to engage with their programmes and create new opportunities for our students.
- Opportunities for employers and industry professionals to work closely with staff and students on projects within the curriculum are growing.

3.2.6: Benchmark 6_Experience of workplaces

- All students take part in a personalised work placement experience.
- Any student who wishes to gain voluntary or paidwork is also encouraged and supported to do this in their spare time. Opportunities are regularly advertised.
- We value the opportunity for our students to not only experience the workplace through work placement opportunities but also to develop essential confidence, communication, perseverance and resilience skills.
- Students have many opportunities to take on a variety of job roles within their pathway subject, via projects that give them a taste of a working dynamic.
- The academy workshops and studios have been developed to reflect current industry standards in the work place. Industry practitioners and employers regularly work with our students in these spaces on professional projects, for example, ScFi London, Threewise Entertainment, Old Rep Theatre Peter Pan Production. This provides transitional work placement experiences for our learners.
- The academy offer a range of opportunities for students to experience careers beyond their pathway subject. For example, BBC Young Reporters, RSC 37 Plays Competition, BFI Short Film Competition.

3.2.7: Benchmark 7_Encounters with further and higher education

- The academy offer a range of opportunities for students to experience careers beyond their pathway subject. The academy has built up contacts with a full range of local and national providers and uses these contacts to help inform our students of all of the options available to them.
- All students attend an annual Careers Fair with a full range of options presented: universities, colleges, apprenticeships, employment, training providers, technical education providers etc.
- Various visiting speakers, industry panels, taster lectures, trips and projects are arranged throughout the year.
- We have partnerships with many universities who run workshops with the students that explore a variety of courses on offer.

- PPD sessions and assemblies help students to explore all of their options, including apprenticeships, traineeships and technical qualifications.
- Parents are kept informed through letters, texts, the school website and at events for key transitions.
- We recognise the increasing number of highly regarded apprenticeships and Degree apprenticeships and work closely with Apprenticeship providers such as the BBC and PRG to keep our students informed.
- Year 12 students are also encouraged to attend Open Days in the summer term and are granted authorised absences to allow for this.
- All students attend higher education fairs in Birmingham to reach an even wider range of university and apprenticeship providers.

3.2.8: Benchmark 8_Personal guidance

- Every student will have had at least three one to one tutorials per year with their either their PPD Tutor, Pathway Teacher or a member of the Pastoral Team to discuss careers and next steps. Students do not just simply have discussions about their chosen pathway during these tutorials but can also request application support, mock interviews and CV/personal statement advice.
- During PPD sessions students receive extensive tailored UCAS and Apprenticeship application support.
- Every student and their parents/carers have the opportunity to book a Careers Interview on request.
- Targeted careers interviews take place for those with the most need and requests from pastoral staff, tutors and teachers are also prioritised.
- A record of Year 13 students' Intended Destinations is monitored by the Pastoral Manager, Careers Leader and SLT to target advice for those in most need.
- All students will have mock interviews in preparation for their post 18 options. This forms part of their pathway subject and programme of study.

4. Professional Competencies

In addition to the Gatsby Benchmarks, BOA Stage and Screen Production Academy recognises the importance of helping our students develop a broad skill set to prepare them for the evolving working world. The academy has worked closely with [Screen Skills UK](#) to support the teaching of creative and production skills. Together we have identified demand for stronger work-ready skills and experience among young people leaving education.

4.1: Work Ready Skills and Experience (WRYSE)

4.1.1 Work-ready skills and experiences are frequently highlighted by employers as skills shortage areas in both new entrants to the industry and more experienced professionals. These are often transferable skills – sometimes referred to as 'soft' skills – that that are relevant in roles across all parts of the screen industries, and often in other areas of work too.

4.1.2 They range from communication skills to mental health awareness. Industry-specific skills and knowledge, such as networking, working as a freelancer and set etiquette, have also been highlighted. This is in addition to broad technical skills and experience like managing costs and health and safety.

4.1.3 These work-ready skills are often not properly defined or understood and so can become deprioritised in favour of creative and specific technical skills on vocational or degree courses

4.1.4 Working in collaboration with [Screen Skills UK](#) and a group of industry professionals and educators, a set of key competencies were developed that employers value and could make a difference for securing and succeeding in that first job.

4.2: What are the WRYSE Competencies?

4.2.1 There are 16 WRYSE competencies – or sets of knowledge, skills and experience. They are based on the National Occupational Standards for the creative industries, a set of much more detailed documentation developed with industry professionals that breaks down the technical and transferable skills and knowledge required for each major occupation or department within the screen sector.

4.2.2 The competencies are designed to be used by educators and professional trainers as a guide to working with their students.

4.2.3 Transferable competencies

- Communication
- Diversity, equity and inclusion
- Mental health awareness
- Team working
- Planning
- Management and leadership
- Problem solving
- Negotiating

4.2.4 Industry awareness competencies

- Networking
- Set etiquette
- Roles and departments
- Working as a freelancer

4.2.5 Technical competencies

- Managing costs
- Research and analytical
- Contracts and permissions
- Health and safety

5. Working with External Agencies and Industry Professionals

5.1.1 To support and enhance the delivery of our PPD Curriculum the academy will work with external partners to draw on specialist knowledge and implement different ways of engaging with young people.

5.1.2 Where external agencies and/or industry professionals are used, the academy will ensure that all the necessary checks are completed of the visiting organisation and any visitors linked to the agency.

5.1.3 The academy will work with external agencies and/or industry professionals to ensure that the content delivered is age appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved by the academy in advance of the session.

5.1.4 The academy will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the academy's Safeguarding Policy.