

## The Leaver Profile

A Leaver Profile is a document co-developed by students, parents, teachers, local employers and community groups. It outlines the collectively agreed skills, knowledge and attributes young people need to successfully move on to further education, training or employment when they leave school or college.

The Leaver Profile becomes the driving vision to inform strategic planning for transformational change in a school or college, whilst designed to be used as a practical tool by all stakeholders to support the development of young people through their school or college life.



Figure 1: Castle View Enterprise Academy Leaver Profile – school wide

[Castle View Enterprise Academy](#) (CVEA), one of the Phase 2 North East pilot schools, is an Academy school for 11–16-year olds, serving the areas of Castletown, Townend, Bexhill, Hylton Castle and surrounding areas of Sunderland. Currently (2021), there are 1,011 students on roll, 46% of whom are eligible for Free School Meals, compared to the national average of 20.8%.



Figure 2: Sunderland College Leaver Profile – Faculty of Health, Education and Sport – Health Care Curriculum Team Specific

[Sunderland College](#), part of the wider Education Partnership North East (EPNE) group, is a further and higher education college based in Sunderland. The enrolment of Sunderland College includes approximately 6,300 part-time learners and 4,800 full-time students.

\* CVEA and Sunderland College are two of the 5 pilot institutions the North East LEP are supporting to implement elements of the Ford Next Generational Learning model.

## Development of the Leaver Profile

Every school has a community and every community has a school. The Leaver Profile is crafted through a series of discussions and insight sessions between community stakeholders and internal school stakeholders. The North East Local Enterprise Partnership (North East LEP), supports the school or college to work with their existing network of business and community partners in addition to acting as a broker bringing new local, regional and national businesses and key stakeholders to the table. In the process of convening new partners to the table, the North East LEP identifies stakeholders with existing and shared interests in the future progression of the young people from the relevant institution. When a Leaver Profile is being developed for a specific faculty or cohort of learners, ensuring high relevance of new partnerships is key as this can affect the quality of discussions and outcomes impacting the Leaver Profile and strategic planning moving forward. For example, whilst supporting Sunderland College to develop their Health & Social Care College Leaver Profile, the onboarding of local sector specialists and organisations with an understanding of maths, English, and their integration with the Health and Care sector, has been paramount.

The North East LEP continuously support the working group to evolve as partners contribute ideas and wider contacts to the process. The working group - made up of stakeholders including teachers, leaders, students, parents, businesses, charities and wider community partners – meet on several occasions to envision what a leaver of the school or college should 'look like'. This includes what attributes, skills and experiences a young person should be equipped with by the time they leave the school/ college. This vision is collaboratively developed and is illustrated by the creation of the School/ College Leaver Profile.

## The purpose of the Leaver Profile

Once the Leaver Profile is collectively agreed by stakeholders the document drives action planning. The school or college in collaboration with stakeholders must ensure that students have the opportunities both within and beyond the classroom to develop the skills and attributes. This may require new approaches to teaching and learning, more effective systems and process for working with external stakeholders or a focus on professional development. Consideration not only to the 'what' and the 'how' but also how impact will be measured. For example, strategy for development of team working skills may include learning activities, teaching approaches or specific employer led experiences, whilst the impact measurement maybe demonstration of improved team working skill.

A Leaver Profile can be applied to many practical areas of the wider careers programme in a school or college. The Leaver Profile can be used as a communications tool to prospective business partners and community organisations bringing a clear focus for partnership and engagement.

More specifically and practically, the Leaver Profile at Castle View Enterprise Academy (CVEA), has been developed from a stand-alone profile to becoming part of a suite of resources that staff, students and parents can access to understand and develop their own skillset.

Supported by the North East LEP, CVEA have worked with [Foresight eLearning and Creative](#), and partners from the community stakeholder group including local businesses, charities and universities, [to create a suite of 12 video resources](#) and supporting pdf resources to accompany the Leaver Profile.



**CASTLE VIEW ENTERPRISE ACADEMY LEAVER PROFILE**

**LEAVER PROFILE CHARACTERISTIC: GLOBAL AWARENESS**

**BEING KNOWLEDGEABLE & RESPECTFUL OF DIVERSITY & THE WIDER WORLD**

**ALISON SHAW**  
PROFESSOR OF PRACTICE FOR INCLUSIVE EDUCATION  
NEWCASTLE UNIVERSITY

I work at Newcastle University to make the education we provide for our students relevant and inspiring so they can become lifelong learners and make a difference in the world. Newcastle University does 3 things: produce cutting edge research, offer education and provide solutions to the world's greatest challenges.

**WHAT IS GLOBAL AWARENESS & WHY IS IT IMPORTANT?**

In all our work, global awareness is essential. Whatever field of work our students choose, they will need to be able to travel confidently, work within global communities and understand international perspectives. It is important to be knowledgeable and respectful of diversity and the wider world because we often encounter and work with people from different backgrounds. We can't work with others effectively unless we all understand that every member of society is affected by how connected and interdependent everyone on the planet really is.

**TOP TIPS FOR DEVELOPING GLOBAL AWARENESS**

You can enrich your global awareness by learning a language or travelling abroad. However to really develop it, begins with understanding your own background and values: how do you see the world? It is useful to approach your favourite subjects through an international lens - music, sport, science or cookery! There is always an opportunity to learn about how these are experienced across the world. It is also worth looking more locally and finding out about international contacts, businesses and organisations near you.

"SOMETIMES IT FEELS SAFER AND EASIER TO STICK WITH WHAT YOU KNOW AND STAY INSIDE YOUR COMFORT ZONE. HOWEVER, IF YOU TAKE SMALL STEPS TOWARDS NEW EXPERIENCES AND UNDERSTANDING OTHER WAYS OF LIFE, YOU OFTEN FIND AMAZING, EXCITING AND UNIMAGINED OPPORTUNITIES. TAKE ADVANTAGE OF EVERY OPPORTUNITY YOU HAVE, IF YOU DON'T SHOOT YOU CAN'T SCORE"

Figure 3: Global awareness (PDF resource)

Each resource defines the attribute, highlights the importance of the skills and attributes in the place of work of the partner and suggests how students might start to develop their own skillset.



A2 posters of the pdf resources are displayed around school in addition to featuring digitally on display screens in communal areas. Attribute video resources developed with external partners are viewed by students and staff in assembly and tutor times and are used to prompt discussion around career pathways and opportunities in addition to the practical development of skills.

Resources will also be housed on the school's website within the Careers Education section for parents, partners and wider stakeholders to access.

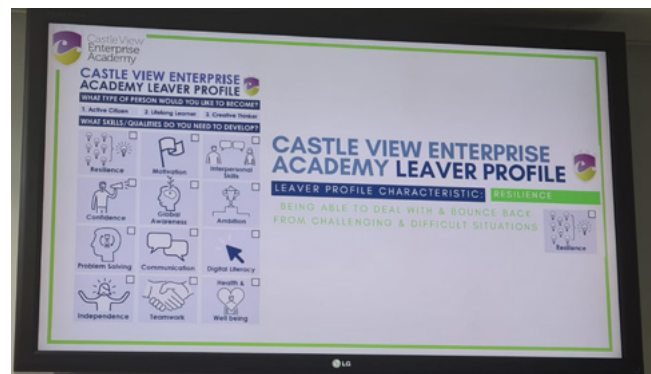


Figure 4: Digital display of Leaver Profile resource

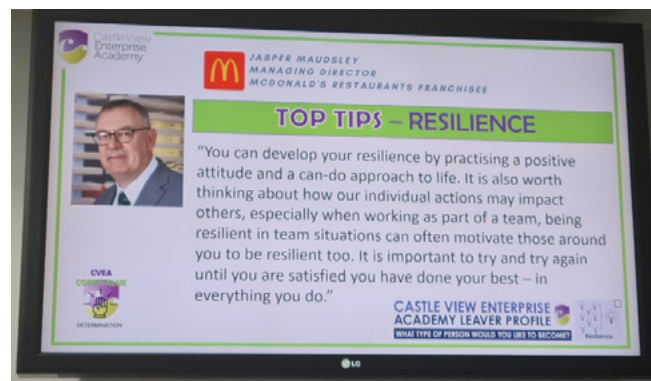


Figure 5: Digital display – resilience skill featured in SLP

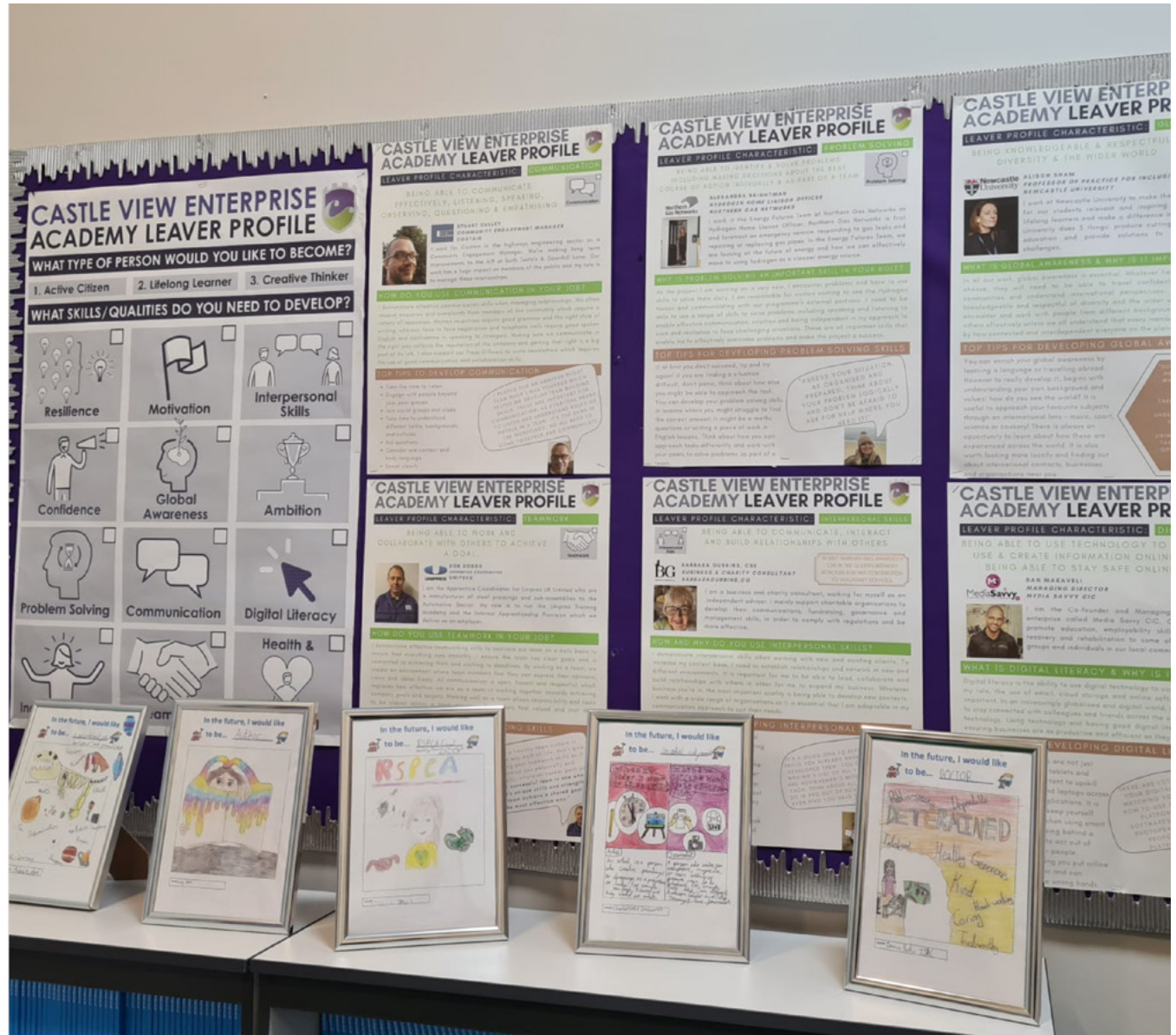


Figure 6: School Leaver Profile and partner attribute resources display

"The Leaver Profile supports students', staff and parents' understanding of the essential skills that are needed to be successful in education, work and life. The resources enable students to see the relevance of the skills they are developing in school to the world of work.

Being able to make these links between their experiences at school and the world of work gives an additional perspective to their learning which motivates and inspires."

**Emma McDermott, Careers Leader at Castle View EA, comments on how the Leaver Profile is making an impact so far.**

"Over the last 2 years, Costain have been working with the North East LEP and Castle View Enterprise Academy as a vital part of our community outreach. Working on major highways improvement schemes means that for a limited period of time, we have traditionally only been able to impact on a small number of students in specific year groups. By working with the North East LEP, we have been able to support a local Academy on an initiative that will support learners to develop their skillset across all year groups. Through the Leaver Profile initiative, we have been able to develop a shared vision, and create resources highlighting communication skills that will be used beyond our time working on construction projects in the area, having a long-lasting impact on learners. The video will leave a lasting legacy of our involvement for when our work is complete. It has been a very easy process for us to engage with and the staff at both the North East LEP and Castle View Enterprise Academy have been so supportive in helping us and understanding our reasons for being involved. We thank everyone for helping support us in improving the lives of young people in our community."

**Stuart Culley, Community Engagement Manager at Costain, comments on his experience in partnering with CVEA to develop the Leaver Profile and accompanying resources.**



## How the Leaver Profile connects to wider work

The Leaver Profile initiative is part of a wider process of transformation. The North East LEP, working with Ford Next Generation Learning and the Edge Foundation, co-ordinated and expanded a pilot programme initially in three North East schools (2018) now with a total of five schools and two colleges (2021), to test and adopt principles which underpinned transformation across the Ford NGL Community Network. The aim being to support improved careers education in schools and colleges by bringing the workplace and classroom closer together driven by collaborative strategic planning between external stakeholders and education staff. The components of the Ford NGL model were first adopted by the Academies of Nashville in Nashville, Tennessee, USA, and have since been adopted by 40+ school districts across the USA. Nashville's academy implementation has resulted in a 23% rise in graduation rates and significant improvements in attainment, discipline and attendance, as well as significant impact to the regional economy. The Ford NGL Roadmap (pictured), encourages schools to immerse themselves in their local community to develop a community-connected approach to school development. In Phase 1, school and college leaders explore the model, understand what the process of transformation involves and commit to working towards transforming their school and college cultures. A team of Ford NGL Coaches learn about the community through observation and focus group interviews of young people, school leaders, and community partners. Phases 2, 3 and 4 see community partners collaborating with school leaders to envision, plan and implement systems, structures and processes to make transformational change. It is in Phase 2 of this Roadmap, where the Leaver Profile starts to be developed and community voices come together to envision a successful graduate of the school/ college and start to plan and implement activities, structures and processes that will enable students to become these graduates.

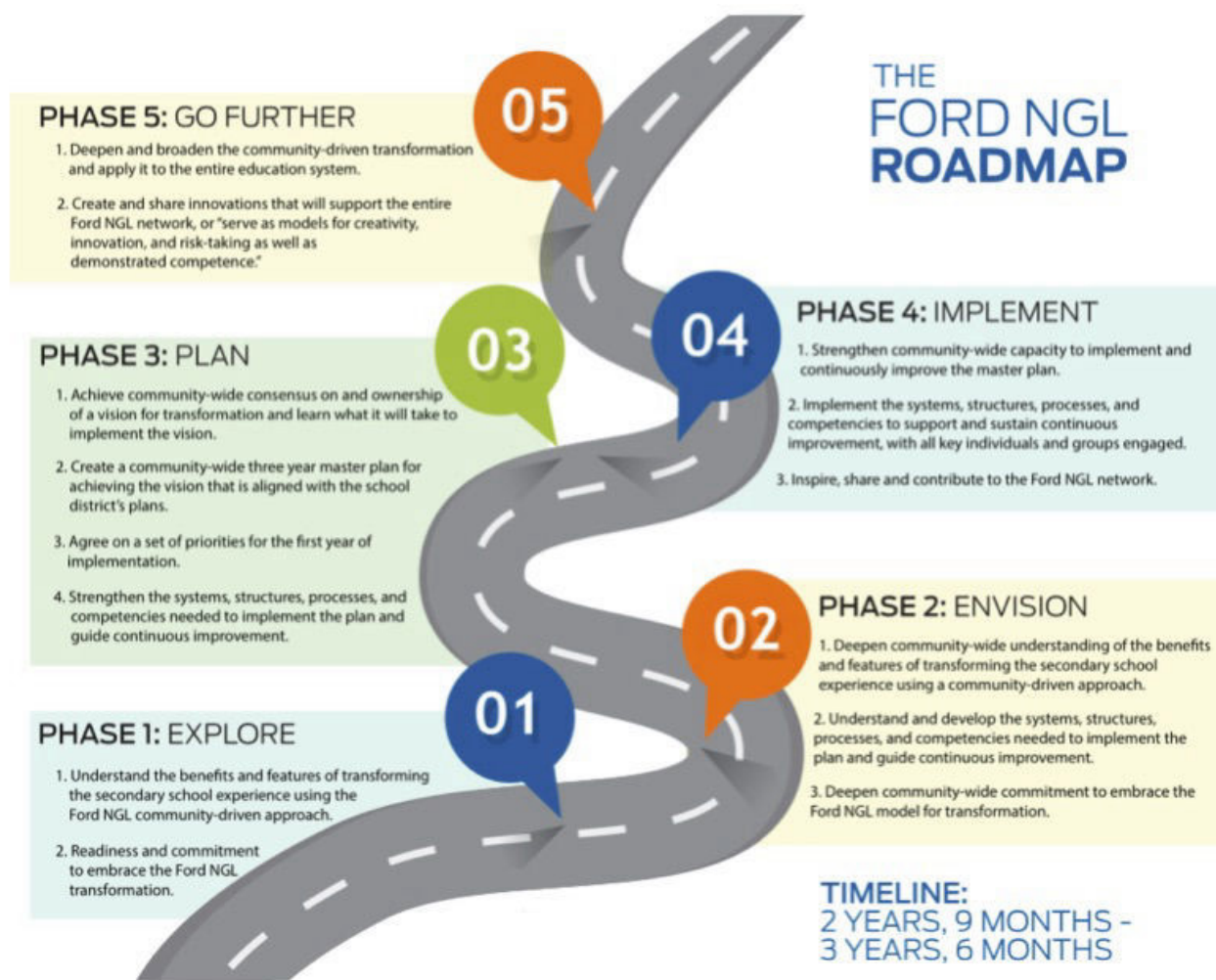


Figure 7: The Ford NGL Roadmap

## With special thanks to:

Castle View Enterprise Academy

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Sunderland College (Education Partnership North East)

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Ford Next Generation Learning

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The Academies of Nashville

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Edge Foundation

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Mark Fox – North East Local Enterprise Partnership

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Alexandra Brightman – Northern Gas Networks

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Stuart Culley – Costain

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Dan Makaveli – Media Savvy. CIC

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James Parker – Northumbrian Water

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Rob Dodds – Unipres

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Susanne Nichol – Northern Trades Union Congress (TUC)

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