



Harrison College Ltd
Education and Skills Policy

1. Our Mission

Harrison College is a specialist business, enterprise and employability Post 16 college, committed to securing realistic and sustainable destinations for all our learners. Our mission is to prepare them for the world of work through a comprehensive, skills-based programme of study. We provide a challenging and future focussed environment with their aspirations at the centre of all that we do. We place no limits on what can be achieved, it is 'Your Future, Your Choice'.

We focus on preparing young people for adult life, encompassing essential skills for work, careers insight activities and personal development. We see the study programme as a bridge between school and employment as we include an internship, allowing young people to develop the required essential work skills whilst being supported by staff at Harrison College and the business-based mentors. We talk to our learners about their learning journey and destination from the moment that they start with us, ensuring that we are always future focussed and that they are aware of all the options open to them, from employment through to higher education

2. Core Values

Harrison College has 4 core values that underpin our ethos and strategy.

- 1) **Lead** - Inspire yourself and others to do more, learn more and become more.
- 2) **Believe** - Believe in yourself and all that you are. Know that there is something greater inside you than any obstacles in your way.
- 3) **Achieve** - Have the strength of character to believe that no limits can be placed on what you can achieve.
- 4) **Exceed** - Expectations of us are there to be broken, our dreams are there to be realised

These values will be explicit in the language we use, the targets we set and the attainment and progress we measure. Learners are encouraged to embrace these values and are rewarded for developing and showing continual improvement in these 4 areas.

3. Strategy Aims and Objectives

This Educational and Skill Policy document outlines the principles and structure of our Teaching and Learning approach. It has been purposefully designed to ensure every young person leaves equipped with the skills, knowledge, and behaviours required to thrive in their chosen career paths and be successful in their adult life.

This strategy aims to highlight how we:

- Deliver a high-quality, holistic education that prepares learners for the demands of the modern workplace.
- Embeds a skills-based framework across the curriculum to promote essential work-based competencies.
- Fosters a culture of core literacy and numeracy across all subject areas and learning experiences.
- Provide authentic project-based learning opportunities led by business and industry professionals.
- Support learners personal and professional development through bespoke, individual support through 1:1 mentoring, reflective practice and targeted career guidance.

4. High Quality Teaching

At Harrison College, we are committed to delivering high quality teaching and learning experiences that supports all learners in achieving their potential and preparing them for successful careers. This is achieved through:

- **Adherence to Professional Teaching Standards:** All staff demonstrate high expectations, professionalism, and subject expertise in line with national teaching standards.
- **Collaborative Planning:** Teachers work together to design cohesive and progressive programmes of study that align with our curriculum framework and employer-led expectations.
- **Consistent Teaching Approaches:** Shared pedagogical strategies to ensure continuity and equity across session delivery, qualifications chosen and onsite and off-site learning environments.
- **Ongoing Assessment and Feedback:** Teachers use continual formative and summative assessment to inform planning, track progress, and provide timely, actionable feedback to the learners.
- **Workplace Relevance:** Teaching explicitly connects learning to the world of work, embedding technical language, sector-specific skills, and real-life application wherever possible.
- **Role Model Professionalism:** All staff uphold and display the college professional image and codes of conduct by displaying high standards of performance and using respectful, inclusive and professional language and behaviours always.

This approach ensures that every young person experiences a coherent, engaging, and relevant education that supports their transition into the workplace or further study.

5. Learner Expectations and Culture

At Harrison College, high expectations are central to achieving our educational and skill development strategy. We foster a culture where students are encouraged to:

- Be engaged, inquisitive, and active participants in their learning journey.
- Take ownership of their progress through self-management strategies and structured personal goal setting practices.
- Be honest, reflective and realistic in their practice, identifying strengths and areas for improvement, matching these to the skills and behaviours required to be successful in the world of work.
- Develop the confidence and resilience to take risks and operate outside of their comfort zone, building on their required areas of skill development.
- Show respect, tolerance, and support towards peers, staff, and wider communities

This positive learning culture supports the development of resilient, motivated learners who are well prepared for the dynamic and interpersonal demands of the workplace. Our young people are very clear about the expectations placed on them and sign a learning agreement before embarking on their time at Harrison College. These expectations and high standards are constantly monitored and spoken about in their 1:1 session, progress reviews and career development team meetings.

6. High Challenge and Inclusive Practice

A culture of high challenge is central to the delivery ethos at Harrison College. We believe that all learners, regardless of starting point or background, should be supported to achieve ambitious outcomes and to exceed past their current expectations. This is achieved through:

- A comprehensive understanding of learners' individual needs, strengths, and barriers to learning, allowing staff to appropriately pitch the level and pace of progress and put in the appropriate level of support, care and guidance.
- Bespoke strategies put in place that promote inclusivity and success and ensure all learners can access the curriculum at the appropriate stage and level.
- A graduated approach to support and interventions, ensuring a safe and supportive environment, employing effective scaffolding, which reduces dependency on others and builds independence over time.
- Differentiated planning and delivery, ensuring content and outcomes are pitched appropriately to individual need while maintaining high expectations and not allowing perceived barriers to hold them back.
- Adaptive, responsive and targeted teaching practices, flexing responsively to regular, ongoing formative assessment methods, employer feedback and learner aspirations, targets and goals.

This inclusive, aspirational approach ensures that every student is challenged, supported, and empowered to reach their full potential, having the strength of character and emotional intelligence to believe that no limits can be placed on what they can achieve.

7. Curriculum Framework

Our curriculum framework and programme of study is structured around six key pillars:

7.1 Skills Builder: Skills-Based and Employer-Led Framework

Our curriculum is built and designed around an evidence based, employer-endorsed universal skills framework focusing on the development of eight essential workplace competencies:

- Listening
- Speaking
- Leadership
- Teamwork
- Problem Solving
- Creativity
- Adapting
- Planning

Our delivery breaks each of the 8 skills down into 16 progressive steps, from getting started to mastery, creating a clear progression pathway for learners of all abilities regardless of starting points. Each step includes specific, teachable, and measurable learning objectives, which are personalised and promote inclusive practice.

This structured approach allows:

- Explicit skills teaching in an intentional, scaffolded, targeted and measured approach.
- Classroom learning to have a transferable real-world employer focussed relevance.
- Sophisticated, complex and tangible goal setting for individual learners who identify their strengths and areas for development and implement these selecting robust routes available to them.
- Accurate assessment, reflection and self-awareness in tracking of skill development and recognising how to adapt and transfer the knowledge and technical skills into different educational, technical and real-life settings and situations.
- Consistent language and criteria shared across staff, students, and employers which reflects professional business attributes and expectations.

These skills are embedded into classroom teaching, project work, workplace experiences, and allows for a cross curricular holistic integration approach ensuring our young people leave with the tools to contribute confidently and competently in both professional and future life environments.

7.2 Literacy and Numeracy Across the Curriculum

We recognise literacy and numeracy as crucial to success in both academic and professional contexts. Therefore, we embed the development of these core skills across all curriculum areas. Students have regular opportunities to:

- Communicate information clearly using a range of mediums, honing engaging presentation skills and acting on feedback from others, recognising different perspectives, effective use of tone and dealing with constructive challenge.
- Analyse written and digital texts, recognising bias, influence and correct use of technical language and accuracy.
- Write a variety of reports and produce formal documentation for appropriate professional settings and requirements using quantitative and qualitative information.
- Engage with sector-specific numerical and mathematical concepts, using reasoning, creativity and mastery of technical skills to solve problems.
- Apply functional literacy and numeracy in real-world scenarios (e.g., financial planning, technical writing, project planning tools, presentations, data analysis)
- Develop and apply digital skills and knowledge to prepare learners for future life and workplace expectations.

We believe that strong literacy, numeracy and digital skills are essential for success in any career, and as such, we integrate these skills into all aspects of our teaching and learning and ensure that our expectations, technical language, marking and feedback ensure close attention is paid to these skills.

7.3 Employer Led Learning

Employer Led learning is central to our curriculum design. Collaborating with a range of business and industry partners who set or co-design practical projects that reflect real-world challenges and career sector expectations, the learner's skills development is aligned with project goals and evaluated throughout. Evaluation and assessment is based on real tasks, like presentations, products, or portfolios and provides more accurate insights into student understanding and ability. These projects enable learners to:

- Apply skills in authentic, workplace-relevant contexts which are assessed using professional and business-related metrics.
- Work independently or collaboratively to a specific project brief with challenging and specific outcomes that require a range of skills to be deployed.
- Encourages critical thinking, problem-solving, decision making and creativity whilst enhancing communication, collaboration, and self-management skills essential for life and work
- Explore a breadth of industries and career pathways and self-assess and match their areas of strength and development to inform workplace suitability.
- Engage meaningfully with employers and industry professionals using appropriate language and behaviours within workplace contexts.

7.4 Personal and Professional Development

Our students engage in a structured programme of personal and professional development, which is directly linked to the development of the universal skills for work such as planning, adapting, problem solving, leadership and self-management. Our teaching delivery ensures progress is monitored, evaluated and continually improved upon by:

- Regularly reviewing the initial baseline skill assessments (identifying their initial level in the framework) across the 8 areas and monitoring progress.
- Targeted interventions and specific supported activities linked to measurable progression through each specific skill area.
- Ongoing tracking of skill progression through tools like Global Bridge or XELLO

Their personal and professional learning experiences are delivered through career linked opportunities into real-world evidence. This is achieved through learners embarking upon a range of employer engagements which include.

- Career insight workshops where they listen and respond to the information received and start to match their current skills and behaviours to the area of employment or career sector.
- Business-led seminars and panel events which facilitate discussions, encourage collaboration and teamwork and present varied opportunities to solve problems and support each other to achieve shared goals and planning
- One-to-one mentoring with industry professionals which draw out skills and knowledge around planning resources, being resilient and responding to setbacks and challenges

- Site visits to explore a wide range of settings, meet business professionals in a range of roles and levels and to assess their suitability for possible entry, formulating career development action plans based on realistic feedback and individual destination goals.
- Varied Internship opportunities which allow learners to experience working environments, balancing and managing workloads and taking personal responsibility

This then culminates in student self-reflection and teacher feedback at regular intervals which documents their growth linking personal goal setting and action planning to inform future next steps. Target setting is a key theme underpinning personal and professional development where constant reflective practice fostering learner independence is actively planned for.

Regular one-to-ones, tutorials and progress reviews are carried out with the personal development and welfare team alongside the career development team. These experiences help students to develop self-awareness, professionalism, and a clear understanding of the pathways available to them, enhancing both confidence and career readiness.

7.5 Career Internships

Every student will participate in meaningful internship opportunities tailored to their career goals. Internships are an integral component of our programme, offering:

- Hands-on experience in the student's chosen sector
- Enhanced understanding of workplace expectations
- Application of classroom learning in a professional context
- Networking opportunities and potential employment pathways

7.6 Themed Drop-Down Sessions

Themed weeks allow our learners to concentrate on a specific skill, career sector or area of personal and professional development. This allows for a more deep, enriched and immersive experience. They typically include:

- Real-World Application - practical hands-on activities such as mock interviews, job shadowing, and project-based learning giving a visceral understanding of real world life and environments.
- Enhanced Engagement - where learning is more engaging and enjoyable, leading to better retention and mastery of skills and knowledge
- Holistic Development - these weeks can cover a broad range of topics, from employability skills to personal development, mental health and wellbeing, STEM, national careers weeks and focus specifically on targeted outcomes such as resilience, teamwork, and leadership. This holistic approach ensures that students are not only prepared for their careers but also for the challenges of adult life
- Reflection and Feedback - time built in to reflect on their learning and receive immediate feedback. This reflection helps students foster a growth mindset and continually review their personal development action plans
- Collaboration and Networking - these weeks facilitate collaboration among learners and promote networking with professionals. Working in teams on projects or interacting with guest speakers from

various industries and business partners helps our learners build valuable connections and learn from others' experiences

- Alignment with Career Goals - by purposefully aligning the themes with learner's career aspirations, we can ensure that the skills and qualities being developed are relevant and beneficial for their future careers. This targeted approach helps students see the direct value of their learning and makes them an integral part of this journey.

8. Monitoring and Evaluation

The implementation of this Education and Skills Policy will be regularly monitored by the senior leadership team through a planned process of quality assurance. Quality assurance and monitoring are critical to ensuring that high standards of teaching and learning are consistently applied across Harrison College so that the intended outcomes for learners are being achieved.

Following formative assessment, marking and the successful completion of assessment objectives within curriculum areas, teaching staff will update the Progress Tracking sheets in SharePoint. All staff are expected to contribute to the SEND reviews that are carried out three times per year and this should reflect both academic and personal progress linked to the four areas of SEND.

A robust quality assurance and monitoring process ensures that our provision meets the needs of our learners and supports our mission to prepare students for the world of work.

8.1 What We Monitor

We regularly review the quality and impact of:

- Teaching, learning, and assessment practices within sessions on-site and off-site
- Skills development (including use of the Skills Builder framework)
- Personal and professional development progress
- Embedding of literacy, numeracy, and employability
- Project-based and workplace learning
- Student engagement, motivation, and outcomes

8.2 Methods of Monitoring

We use a range of approaches to ensure a full picture of quality, including:

- Lesson observations and learning walks (both planned and drop-in)
- Internship observation tracking and monitoring
- Learning conversations and staff professional dialogues through meeting time focussed on; learning climate, student support and curriculum mapping.
- Student voice through surveys, panels, and focus groups
- Employer and partner feedback on internships, projects, and events
- Progress tracking (academic, skills-based, and personal development)

8.3 Responsibilities

- Senior Leadership Team (SLT) oversees the quality of teaching and learning across the provision.
- Assistant Principals and Lead teachers are responsible for curriculum planning and review.
- Teachers and tutors are responsible for reflective practice and implementing feedback.
- Quality Assurance Leads coordinate reviews, reporting, and qualification compliance
- Directors oversee staff professional development alignment

8.4 Evidence and Evaluation

All quality assurance activities are evidence-informed and lead to:

- Action planning and staff development priorities
- Sharing of best practice through CPD and peer support
- Targeted support or intervention where needed
- Clear records of progress and impact over time

Findings are collated and discussed through quality improvement cycles, contributing to the college's Self-Assessment Report (SAR) and Quality Improvement Plan (QIP).

8.5 Continuous Improvement

We are committed to a culture of continuous reflection, innovation, and professional learning. Quality assurance is not a compliance activity, but a key driver in improving learner outcomes, raising aspirations, and strengthening our preparation for the workplace.

Evaluation methods include:

- Lesson observations and student feedback
- Employer and internship partner feedback
- Skills and competencies tracking (via Skills Builder framework)
- Literacy and numeracy progress data
- Post-destination tracking to measure long-term impact

9. Review

This policy will be reviewed annually to ensure it remains aligned with employer needs, student outcomes, and national guidance on Post 16 education and labour market insights such as SY LSIP.