



Developing a broad and balanced workforce

Employability skills focus

Natha Barthrop

WHICH AREA OF THE SGO TASK LIST DOES THIS IMPACT?

- 1 Increasing engagement in School Games
- 2 Developing competitive opportunities
- 3 Increasing and sustaining participation
- 4 Workforce – Broadening the range of participation opportunities

ABOUT NATHAN

Handsworth Grange SGO Nathan Barthrop works as an SGO three days per week and also manages the Forge School Sport Partnership. This area of South Yorkshire is urban and has little deprivation. Nathan works across 34 schools in his SGO role.

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WHY

- A couple of years ago secondary schools within the area, led by the SGO, were offered the opportunity to be creative and develop a new innovative project. This led to the creation of teaching employability skills through secondary PE lessons. The schools identified the top 10 employability skills that young people needed through STEM Learning. Schools started to teach these employability skills in PE. Each half term gave the PE staff the opportunity to teach a new skill.
- The SGO wanted to build on this concept and align it to the Leadership Academy to help the leaders articulate their skills and what they have learnt from being part of the Academy.



ACTION

- The SGO created a logbook for the leaders within the Leadership Academy linked to employability skills.
- The SGO used the STEM top 10 employability skills once again:
 1. Communication and interpersonal
 2. Problem solving
 3. Initiative and self-motivation
 4. Working under pressure and meeting deadlines
 5. Organisational skills
 6. Teamwork
 7. Ability to learn and adapt
 8. Numeracy
 9. Valuing diversity and difference
 10. Negotiation skills
- The initial task in the logbook is for the leaders to rate themselves against the 10 employability skills and to give a reason why they have given themselves that rating.
- Employability skills are always explicitly taught at Leadership Academy training and the leaders complete the logbook within training sessions and after volunteering at events, festivals and clubs.
- The logbook takes the leaders on a journey. It helps them to identify their long-term goals, their strengths and weaknesses in terms of their employability skills and encourages them to keep a log of their voluntary hours with a brief description of what employability skills were developed and used at this voluntary session.
- At the end of the year the leaders complete an end of year review. Within the review the leaders rate themselves again on each employability skill and complete a short paragraph about what they have learnt, which helps them to see a progression in the development of their skills and also gives them one complete paragraph to share with SLT and governors in school. This can also be used in the future on personal statements when applying for further education or employment.



IMPACT

- Leaders can visibly see what they have learnt across a year of being part of the Leadership Academy.
- Leaders can articulate their new skills and know how to transfer these skills to make them more employable.
- School staff, SLT and Governors are aware of what a difference membership to the Leadership Academy makes and allow the leaders out of school to be deployed in voluntary roles.
- Parents and guardians are kept up to date with what their children are doing in the Leadership Academy.
- More value is placed on sports leadership opportunities in general.
- Schools started to realise that School Games is not just about competitions.



NEXT

- Share the entire end of year reviews with school staff and Governors.
- Link the logbooks to the host school's business day where pupils go to employability workshops and have mock interviews.
- Carry out some research to see if members of the Leadership Academy do better in their mock interviews than pupils not in the Leadership Academy. This will highlight if the leaders can articulate their skills better under pressure in an interview than their peers.



TIPS

- Create a logbook linked to your Leadership Academy and the most important employability skills you want your leaders to develop. (This SGO is willing to share his logbook.)
- Highlight the importance of leaders attending meetings and training opportunities to complete the logbook.
- Collect parents' emails for Leadership Academy members to inform them of the process and remind them to encourage their children to attend meetings and training.
- Ensure you raise the profile of what you are doing; everyone will then give it some value.
- Make sure governors are aware of the project. This will help when you want permission to take out leaders during school time.

