

Scarborough UTC
Curriculum Statement

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 our university partners. Scarborough UTC is a centre of excellence for 14-19 technical education in the region and sits at the heart of the coastal community, alongside other schools and colleges.

Our mission is to provide:

- Technical progression routes into careers in the engineering, health 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.
- 100% Destination success, preferably in the STEM career sector

1. Aims

1.1. 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, computer scientists and health professionals to be able to progress into the best career opportunities in the engineering, computer science and health 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, computer science and health technical skills and professional values and employability skills. These foci 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, the ability to learn and adapt, have 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

1.2. Truly employable young men and women, who are well prepared for life in modern Britain will need to embrace and embody 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.

1.3. 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.

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

1.5. 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.

1.6. 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, computer science and health through...

- Contributing to a series of industry-led 'major projects' in projects teams
- Visiting partner organisations to gain first-hand experience of the world of work
- Partnering with the relevant faculty at the University of Hull and CU Scarborough
- Working with mentors from industry and education

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

- Courses in business enterprise and entrepreneurship, global and environmental awareness
- Leading and taking part in enrichment activities, mapped on Bromcom
- Competing at local & national level in career focused, specialism focused events
- Taking part in RE, World Views and Modern Issues (PSCHE), citizenship and sports activities
- Receiving the very best in careers education

1.7. 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

1.8. 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

2.1. This Statement reflects the requirements for academies to provide a broad and

balanced curriculum as per the [Academies Act 2010](#).

2.2. 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](#).

2.3. It complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Academy Advisory Board (AAB)

3.1. The advisory board will monitor the effectiveness of this Statement and hold the Principal to account for its implementation.

3.2. The advisory 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
- All students are provided with independent, impartial careers guidance, and that this is appropriately resourced

Principal

3.3. The Principal is responsible for ensuring that this Statement 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 meets the minimum GLH

- 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 advisory 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

4. Organisation and planning

Main School

4.1. In Years 9- 11, the curriculum is broad and balanced and includes a core set of GCSEs thus ensuring that all students have the knowledge, skills and understanding to progress into any discipline in further education or training in work.

4.2. To support students to make better than expected progress and achieve their maximum potential it is essential that we know their starting point on arrival at Scarborough UTC and so a key part of our assessment Statement is to carry out baseline assessments for all Year 9 students. Students are then grouped by ability in some subjects.

CORE SUBJECTS

4.3. Core subjects are compulsory for all students. Some core subjects are examined, some are not. The core examination subjects are:

- English Language
- English Literature
- Mathematics
- Science – combined or separate sciences in biology, chemistry and physics
- World Views and Modern Issues including Religious Education and all statutory elements of the RSE curriculum
- PE

OPTIONAL SUBJECTS

4.4. Students can select two from:

- Geography
- Computer Science

TECHNICAL SUBJECTS

4.5. Students will study Technical Award qualifications that are equivalent to 3 GCSEs as follows:

Engineering - Engineering Design, Engineering programmable systems and Engineering Manufacture

Health – Health and Social Care and Sociology

ENRICHMENT

4.6. Enrichment is available to all of our students with a choice of one or more weekly activities, they are taught in mixed year groups : (please note this is an example of what may be on offer each year)

- Combined Cadet Force - Royal Navy
- FI in Schools Engineering Group
- Welding and Fabrication, Royal Navy Challenge
- Green Power Engineering Group
- Duke of Edinburgh
- Local History and Newsletter
- Space Science
- Code Academy
- Preparation for Uni – sixth form only

We have a commitment to provide exciting and relevant opportunities for all. We are committed to at least one half-termly trip/visit/speaker or experience for every year group to broaden and deepen understanding and to bring to life in college learning.

4.7. In line with our vision of Technical Excellence, Employable Graduates our 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, computer science and health sectors and thus help to narrow the skills gap in STEM industries.

4.8. 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, techniques and ICT found in all good engineers, computer scientists and health professionals.

TECHNICAL CURRICULUM QUALIFICATIONS

Achievement of at least two complimentary technical qualifications which give broad based knowledge, understanding and skills linked to our specialisms and which through their GCSE equivalence provide excellent opportunities for progression.

WORK EXPERIENCE

Taking part in a meaningful and relevant work placement during Year 10 and 11, ideally in a STEM industry environment where students have to apply, be interviewed and complete a diary as part of the placement.

PROJECT BASED LEARNING

Foster the development of key employability skills through the application of knowledge, skills and understanding into projects designed in industry contexts.

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.

WORLD VIEWS AND MODERN ISSUES AND TUTOR TIME

All elements of the RSE requirements are delivered through a blended offer tackled in Tutor groups by year group, supported by Assemblies that line up with key national events and a weekly schedule of key tasks including citizenship, and professional values, British values, mentoring, UCAS, current affairs, literacy and careers. There are two hours per week of WVMI/RE (one hour in year 11) during which time students learn about personal, social and health education issues appropriate for their age range, RE and citizenship.

KEY STAGE 5

5.1 Our **16 -19 Study Programmes** consist of the following components:

- **Core Study Aim** chosen from A levels and Technical qualifications, 4 hours per qualification.
- **Study periods** – 1 hour supervised for each A level or A level equivalent studied per week.
- **Work Experience** - all students will have a work experience programme of at least one week per academic year in an engineering, health or computer science related industry.
- **Tutor time** - all sixth form students benefit from tutor time twice a week for 25 minutes from 8.45am each day. It is compulsory to attend and will support careers guidance, work experience, UCAS applications and wider elements of personal development and welfare.

5.2 **Enrichment** - we encourage all sixth form students to broaden their experience through choosing an appropriate enrichment activity

5.3 **University Aspiration Programme** - we work in collaboration with Hull University and CU Scarborough to allow students to aspire and access university activities that will enrich their education. Students will have unique opportunities to enhance their learning through access to the expertise of our partner university.

5.4 Students who attend Scarborough UTC will have access to the following opportunities:

Annual Visit to the University Campus

- This will include a presentation on our University Partnership and a tour of the University Campus. Each Year Group Tour will have a different focus and include a workshop with the student ambassadors and a subject specific masterclass.

Masterclass programme

- Staff from the University will visit Scarborough UTC and deliver subject specific masterclasses that are related to the curriculum to develop learning and to increase the depth of the curriculum and subject knowledge. Students will be taught by leading experts in their field in academia.

STEM Work Experience Placements

- Each Year there are placement opportunities for students to work in the STEM departments at the university to develop their employability skills. They will work across

Science, Maths and Engineering departments and with a range of university staff.

Summer School – Turin Scheme

- Students at Scarborough UTC will be offered the opportunity to apply for a place on the Turin Scheme for sixth form students. This is via written application and allows students to sample real life work experiences in a foreign country. This is in a highly supervised environment that is designed to allow students to safely sample the opportunities that working in the field of their choice in a global community. It will develop students' initiative and independent learning skills. It gives excellent experience for CV and allows students to enlarge their choices and experiences for free.

In School workshops

- Hull University/CU Scarborough will lead a range of workshops to enhance learning and understanding of studying and of university facts and myths. These will take place each year at Scarborough UTC. These will also include workshops on study skills, managing time and meeting deadlines, student finance, applying for scholarships and personal statements.

1: 1 Support

- Students applying to university will have access to a university advisor for 1: 1 course choice support and personal statement work. This will be a regular clinic for advice and university guidance carried out in Enrichment time.

University Places offer

- All students from Scarborough UTC will be offered a place at Hull University with grade concessions for their degree programmes.

6. Career Development Programme

6.1 Employability is at the heart of Scarborough UTC and we are fortunate to work with over a dozen companies in our local area to ensure that provide students with

access to interview skills, professional mentoring and work experience.

6.2 Our Career Development Programme gives students an opportunity to apply to work closely with a company for the duration of their Sixth Form Studies with access to bespoke support and real life experience of the work place.

6.3 The Career Development Programme partners students with one of our employer partners. The employer partners currently enrolled as part of the programme are Unison, Sirius Minerals, McCain, GCHQ, NHS York, Severfield, Firmac, Northern Powergrid and Deep Sea Electronics.

7. Inclusion

7.1 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)

7.2 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.

7.3 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.

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

8. Monitoring arrangements

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

8.2 AAB meetings and developmental visits with linked staff

8.3 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.* This is monitored in weekly line management meetings with shared minutes, and through combined Extended Leadership meeting (ELT)

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

8.5 This Statement will be reviewed annually by the Principal. At every review, the Statement will be shared with the AAB.

9. Links with other policies

This Statement links to the following policies and procedures:

- Assessment Policy
- SEN Statement and information report
- Equality information and objectives

10. Curriculum Hours

Scarborough UTC operates a 28 period week (28 x 1 hour) see website/School Day.

Years 9 – 11

Foundation Year (Year 9)

In the Foundation year, the first half term is spent “experiencing” the pathways on offer so that pupils can be certain they have made the correct option decision. At October half-term they then make a firm choice, we couple this with baseline information and from here students undertake the allocation below. Year 9 is a foundation and skills year. With over 12 feeder schools, students arrive at college with vastly different experiences and skills, and we use year 9 to build everyone up to a common foundation and fill in gaps.

CORE

| | |
|----------------------------|---|
| Maths | 4,5,5 hours (allocation per year shown) |
| Science | 5,4,5 hours |
| English | 5 hours |
| Geography/Computer Science | 3 hours |
| RE/WVMI | 2,2,1 hours |
| PE | 1 hours |
| Enrichment | 2 hours |

TECHNICAL ROUTE

| | |
|------------------------------|---------|
| Manufacturing/Systems/Design | 6 hours |
|------------------------------|---------|

Or

Health & Social Care/Sociology 6 hours

Sixth Form

Students select either 3 or 4 options from a suite of A level and Technical qualifications.

Each course has 4+1 hours per week allocated. (Where class sizes are small this may be 3 hours teaching, 2 independent set work.)

In addition, students may also select:

EPQ 2 hours per week

L3 Core Maths 2 hours per week

Resit Maths/English 2 hours per week

All students undertake

Enrichment 2 hours per week

WVMI 1 hour per week

| Elite Professional | Technical Professional | Technical Vocational | Technical Apprentice |
|--|--|---|---|
| 4x A Level (or equiv): Maths Further Maths Physics Computer Science Application Development (IT) Product Design Geography Medical Science Sociology | 2 x A Level (or equiv) Maths Further Maths Physics Computer Science Application Development (IT) Product Design Geography Medical Science Sociology | 1 x Technical Qualification (worth 2 A level qualifications) Engineering Manufacture (incorporating Aeronautical Engineering, Civil Engineering) OR Engineering Systems (incorporating Maritime Engineering, Electrical Engineering) OR Health & Social Care | 1 x Technical Qualification (worth 2 A level qualifications) Engineering Manufacture (incorporating Aeronautical Engineering, Civil Engineering) OR Engineering Systems (incorporating Maritime Engineering, Electrical Engineering) OR Health & Social Care |

| | | | |
|---------------------|--|--|--|
| | | | |
| | 1 x Technical Qualification (worth 2 quals) Engineering Manufacture (incorporating Aeronautical Engineering, Civil Engineering) OR Engineering Systems (incorporating Maritime Engineering, Electrical Engineering) | 1 x A Level (or equiv) Maths Further Maths Physics Computer Science Application Development (IT) Product Design Geography Medical Science Sociology | 1 X EPQ (worth 0.5 A level) |
| | | | 1 x Level 3 Certificate of Maths (worth 0.5 A level) |
| Total Qual Count =4 | Total Qual Count =4 | Total Qual Count =3 | Total Qual Count =3 |
| Average grade 6+ | Average grade 5.5+ | Average grade 5+ * | Average grade 4+ |