



Skills Builder

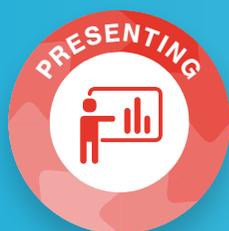
PARTNERSHIP

skillsbuilder.org

Toolkit: Special Educational Needs

Spring 2019
UK Edition

The Framework and Principles for building essential skills with learners with special educational needs



The Skills Builder Partnership provides the Framework and Principles for building essential skills.

500⁺



schools and
organisations

200,000⁺

children and
young people



10,000⁺

teachers and
professionals

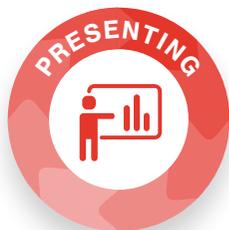


Our partnership of educators, employers and skills-building organisations is ensuring every child and young person builds these skills.

Join us.

In this toolkit for schools

1. **Introduction** How Skills Builder supports children's broader learning and careers plan
2. **Where it's come from** Giving us a shared language and age-appropriate expectations around essential skills
3. **The Principles** The six principles for building these skills into school life
4. **The Framework** Breaking the eight skills down into teachable nuggets for children of all ages
5. **Use it** Practical tools and resources to use the Framework in your school
6. **Case studies** How over 350 schools are already using the Framework
7. **Appendix** The detail of who's been involved, and the research it's built on



Introduction

It has never been more important to invest in building a set of essential skills in our children and young people: the ability to creatively solve problems, to manage themselves, to communicate effectively, or to work well with others.

The demand for these skills from employers is well-documented ¹, but colleges and universities are just as strident about the importance of these skills for young people to thrive ². Increasingly, too, teachers are adamant that their students need these skills – 97% responded to a Sutton Trust survey that these skills were at least as important as academic achievements for their children and young people to thrive ³.

What holds us back

Our work at Enabling Enterprise has shown us that it is perfectly possible for every child to build a high level of competency in these skills. But to do so requires these skills to be taught explicitly – we cannot presume that they are innate or that they are just ‘rub off’ on students after enough opportunities

or experiences. In our work, we have found that the fundamental shift in mind set must be towards thinking about these essential skills with just the same rigour as two skills we feel very comfortable about teaching: literacy and numeracy.

Six principles

Across almost a decade’s work with 3- to 18-year-olds, we’ve seen six principles underpin the approach of schools and organisations who are highly successful in building these skills for every child and person. These principles have been stress-tested through work with education consultancy LKMco ⁴ and consolidated into a book published in 2017, *The Missing Piece: The Essential Skills that Education Forgot* ⁵. They underpin what rigorous essential skills building looks like. Here we include benchmarks to help schools and other organisations see how their work links to these, where it is strongest and where it could be strengthened.

A shared Framework

To collectively achieve these principles, though, we need a big leap forward: as with literacy and numeracy, we need a shared language and common expectations of what we really mean by the essential skills, how they break down, and the logical order in which to develop them. While the Skills Builder Framework started from Enabling Enterprise’s experience, it has become much more than that. It has been used by a diverse range of organisations. It has benefited from expert input. It is being led and shared by a fantastic advisory group.

It has never been so important to build the essential skills. Skills Builder and the partnership behind it is a unique chance to transform how we do so together.

Tom Ravenscroft

Founder & CEO,
The Skills Builder Partnership

This toolkit

This toolkit is designed to support anyone who wants to build the essential skills of children and young people with additional needs, whether you are a teacher, a school leader, an employer or build skills in other ways or other settings.

In these pages, you'll find the Framework and the Principles of building essential skills. These have been extensively tried and tested, learning from best practice and research. From our work with SEND schools, practitioners and organisations, we have developed a framework that identifies meaningful and relevant progression.

We're fully aware that no two schools are the same: our programmes allow us to be flexible and adapt our experiences to engage students and teachers in an accessible way. We hope you'll find the case studies inspiring and illuminating. And if you're keen you can explore more about where the Framework came from, and what underpins it too.

*We're very grateful to everyone who consulted with us on creating this SEN-focused version of the Toolkit, especially **Ian Peters** (Deputy Headteacher at Manor Green School, Berkshire) and **Claire Cookson** (Headteacher at Woodlands School, Birmingham).*



“ Teaching a skills-based curriculum is essential in order to prepare our pupils for adulthood; these are the real-life skills they need to succeed. The Skills Builder tool helps us to assess accurately to maximise the pupils' progress and the resources are helping us interest pupils who were previously challenging to engage in learning. ”

*Joolz Scarlett -
Head Teacher, Manor Green School*

“ The eight skills are a key part of this programme which links with other parts of the curriculum, enabling the children to use the skills in all subjects. ”

*Nichola Heaffey -
Curriculum Lead, Littledown Special School*

The missing piece

There is something fundamental missing in education. Knowledge and good grades are not enough.

Skills Builder has grown from the work of the Enabling Enterprise partnership. Unless children and young people are also building the essential skills for success then they will struggle to achieve their potential.

We see it in schools, where students sometimes struggle to articulate their ideas, work with others, solve problems or organise themselves to achieve their goals ².

We see it in further and higher education, where young people with SEND are less likely to take exams that employers recognise. They also lack the experience of supported internships, apprenticeships and employment and extended workplace interviews ⁶.

We see it in employment, where just 6% of people with learning disabilities are in employment, despite 60% wanting to and being able to be in work ⁷.

In every case, students need to be skilled in communication, creative problem solving, self-management and collaboration. The language around this is diverse and confusing: are they 'employability', 'enterprise', 'entrepreneurship', 'transferable' or 'soft' skills? We simply call them **essential skills**, because that is what they are.



At school,
students often find it
difficult to:

articulate ideas

solve problems

**organise to
achieve goals**

work with others



**In further
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employers recognise. ⁶



Employment

Just **6%**
of people with learning
disabilities are in
employment in the UK. ⁷

There is a lot of great work going on out there. But sometimes it doesn't add up to the sum of its parts. Despite our efforts, all too often parents, schools, students, employers and other skills-building organisations are all using a different language. We don't have a shared sense of what order we might approach building these skills, nor do we have a common understanding of what we might expect from students of different ages.

The Skills Builder Framework and principles allow for a shared approach to building these skills for every child and young person, in many different settings.

Building essential skills

Our starting point is eight essential skills. Known by many different names, these eight skills map across to the four domains that come up time and again as essential whether in the context of education, employment or entrepreneurship ⁵.

In pairs they cover communication, creative problem-solving, self-management, and collaboration skills. These eight skills are explained in the [Skills Builder Framework](#).



Skills Builder FRAMEWORK

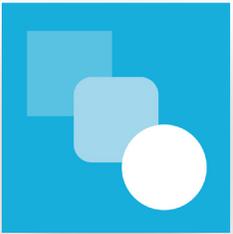
The Framework breaks down each of the eight essential skills into fifteen tangible, teachable and measurable steps. We can use it with children, young people and ourselves to clarify what success looks like in each skill and to map out the trajectory for proficiency. The full Framework can be found from page 11.

The Framework is a culmination of four years of learning and builds on the expertise of over 60 leading organisations and individuals across the sector. It has been piloted with over twenty skills-building organisations. It has also been independently reviewed twice and used by over 10,000 teachers with over 200,000 children and young people to date.

See the complete Framework
from page 11

The Skills Builder Principles

We have learned a lot over the years about how best to build essential skills. We know that to have a real impact, the skills must be taught with consistency and focus, just like numeracy and literacy are. These principles hold true whatever the setting.



1. Keep it simple

A consistent focus on the essential skills helps ensure everyone's shared understanding and makes building these skills as tangible as possible. Using the same language all the time makes a big difference.

Things to consider:

Does everyone know which essential skills you build in your school?

Do all staff and students use consistent language when referring to the skills?

Do all staff receive training and support on teaching these skills?



2. Start young, keep going

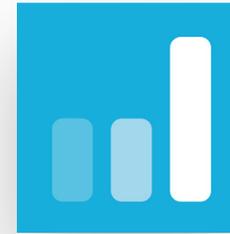
Starting as young as possible allows more time for mastery. The skills are not just about employability, but about thriving in all aspects of life. We work with children as young as 3 years old.

Things to consider:

Do you think about these skills for all the students you work with?

Could you introduce these skills earlier on?

Are there opportunities for students to build the skills further as they grow?



3. Measure it

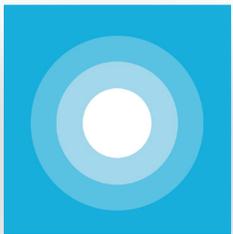
Take time to reflect on the skills of students – by observing or by self-assessment. This gives a balanced understanding of strengths and weaknesses, highlights progress and shows next steps.

Things to consider:

Are you using a consistent skills framework and assessment tool like Skills Builder?

Does your framework reflect quantifiable progress over time?

Do you use assessments at the beginning and end of a year?



4. Focus tightly

Building essential skills should build upon a student's previous learning and skill attainment. It should allow dedicated time just to explicitly build the skill.

Things to consider:

Do you have different goals for what different students should be aiming to do when building their skills?

Do you make time just to focus on explicitly teaching skills?



5. Keep practising

To accelerate progress in the essential skills, they should be used and reinforced as often as possible – whenever you have the chance with those students.

Things to consider:

Are there regular opportunities for students to use their essential skills?

When they do, are these opportunities highlighted clearly to them?

Is there regular opportunity to actively reflect on the skills and how they have been developed?



6. Bring it to life

Ensure students see the relevance of these skills by linking them with the real world and by bringing real-life problems and challenges to work on.

Things to consider:

Are the skills framed in terms of their usefulness for education, employment or entrepreneurship?

Are there opportunities for students to use their skills in different settings?

Do you use links to employers to support building these skills?



Skills Builder FRAMEWORK

Using the Framework

Where to start

As a school, think about where you feel your provision is currently strongest in building these skills. Are there skills which should be a particular priority?

The steps have been designed to demonstrate the foundations of each skill at Step 0, such as empathy, imagination and effort. These skills are developed through tangible progression, right through to Steps 14 and 15, which will be a stretch target for all young people. This is, however, only a very rough guide: the key is to start where your children or young people need you to.

Mastery principles

A Mastery approach underpins the Framework – that means, no steps should be skipped and only when a step is mastered should students move onto the next one.

Mastery of a step is evident when a student is regularly able to demonstrate that step in different contexts.

How the Framework can be used



Assess young people

We have built an expanded assessment tool from the Framework, which provides:

- Student-friendly step descriptors which allow for self-reflection
- Stepping Stones to break down progression within each step into manageable chunks

These support schools to work out which skill step students are currently at so that their programmes can be differentiated and focused.



Target your teaching and practice

Once you know where the students you're working with are in the essential skills you're working on then you can focus the activities towards the specific next skill steps. We have created a bank of skill-step specific video activities and other suggested activities at **skillsbuilder.org**.



Embed a consistent skill language

The language of the specific steps from the Framework can be used:

- By all staff to praise students making skill progress
- To support staff to set specific skill objectives for activities and lessons
- To support students to set themselves clear targets for what they want to improve in the skills



Listening

The receiving, retaining and processing of information or ideas.

- The first few steps are about **listening and responding to one person at a time**.
Learners then move on to develop their listening in different contexts and **use information or ideas** they have heard in their own responses.
The next stage is focused on the **analysis of why a speaker is engaging**, being able to explain why they have made particular language or presentational choices.
From Step 11, learners are encouraged to **engage critically with the content** of what a speaker has said.
At the top end, learners are able to **critically evaluate** the success of a speaker across different contexts.

Step	Learner Descriptor
•	I can pay attention to sounds I hear.
••	I can respond to songs, rhymes or phrases from others.
•••	I can listen to something that I find interesting and say something about it.
0	I can listen to others for a short time.
•	I can listen to adults.
••	I can listen to and follow instructions.
•••	I can tell you what I heard.
1	I can listen to adults, follow instructions and tell you what I heard.
•	I can listen to other students.
••	I can use active listening strategies to show I am listening to others.
•••	I can ask questions that show I am listening to others.
2	I can listen to other students and ask questions about what I heard.

Step	Learner Descriptor
•	I can define a conversation.
••	I can use strategies to help me remember what different people have said.
•••	I can recount what someone has said to others.
3	I can follow a conversation and tell somebody else what it was about.
•	I can identify different reasons for communication (such as asking questions and giving instructions).
••	I can recall key words and phrases to help identify the purpose of what I am hearing.
•••	I can identify the purpose and intended outcome of what I have heard.
4	I can explain that there are different purposes to speech and how to identify them.
•	I can explain what the 'key information' is.
••	I can remember words or short phrases whilst listening to someone talking.
•••	I can identify key words and information from extended talks.
5	I can listen to extended talk and identify the key information I need.

- 1 Skill definition
- 2 The thematic progression in skill development
- 3 The steps show progression from the foundations of each skill to the most developed stages.
- 4 This descriptor can be shared with the children and young people to understand their own skills.

Step
•
••
•••
1

The Expanded Framework breaks progression down, placing three simple **Stepping Stones** between Steps give more extensive scaffolding.

The Stepping Stones can be recorded on our assessment tool, too.

To find a much more detailed handbook of how to build each skill step as well as games, teaching activities, assessment tools and a lot more, [join the Skills Builder Partnership](#) – see page 27 for details.



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● ● ●	I can tell you what I heard.
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● ● ●	I can identify the purpose and intended outcome of what I have heard.
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●	I can explain what the 'key information' is.
● ●	I can remember words or short phrases whilst listening to someone talking.
● ● ●	I can identify key words and information from extended talks.
5	I can listen to extended talk and identify the key information I need.



Step	Learner Descriptor
●	I can follow the thread of a longer discussion and share the key points raised.
● ●	I can include what I have heard from a discussion to make appropriate contributions.
● ● ●	I can include what I have heard from a discussion to help form my own opinions.
6	I can take part and respond in a class discussion.
●	I can identify engaging words and phrases and explain why they are used.
● ●	I can identify engaging gestures and explain why they are used.
● ● ●	I can explain how a speaker uses language and gesture to engage the audience.
7	I can analyse how a speaker uses language and gesture to engage the audience.
●	I can list some different purposes of speech.
● ●	I can list the language features of these purposes.
● ● ●	I can analyse speech to identify how the speaker has adapted it for their purpose.
8	I can use strategies to listen for a specific purpose.
●	I can define and explain what tone means.
● ●	I can define and explain what emphasis and status of the speaker mean.
● ● ●	I can analyse the effect of tone, emphasis and status of the speaker on the listener.
9	I can analyse the tone, emphasis and status of the speaker and their effect.
●	I can explain what is meant by a 'relevant' question.
● ●	I can explain what is meant by a 'probing' question.
● ● ●	I can generate and use probing and relevant questions to deepen my understanding.
10	I can ask probing and relevant questions to check and build my understanding.

Step	Learner Descriptor
●	I can define 'point of view' and identify them within a discussion.
● ●	I can identify a point of view within a discussion.
● ● ●	I can analyse the differences between points of views.
11	I can listen to different points of view and evaluate them.
●	I can explain what is meant by 'underlying theme'.
● ●	I can explain what is meant by 'implication' and 'issue'.
● ● ●	I can identify underlying themes, implications and issues.
12	I can identify underlying themes, implications and issues when listening.
●	I can explain what 'bias' means.
● ●	I can explain what 'omission' and 'ambiguity' mean.
● ● ●	I can analyse how bias is created through language, omission and ambiguity.
13	I can analyse bias when listening through a speaker's language, omissions or ambiguity.
●	I can explain different techniques of a speaker.
● ●	I can identify a speaker's intention.
● ● ●	I can explain types of approaches to speaking in different contexts.
14	I can explain a speaker's techniques and approaches in different contexts.
●	I can recognise an outstanding speaker.
● ●	I can identify what techniques are used by an outstanding speaker.
● ● ●	I can apply my understanding of these outstanding techniques to evaluate a speaker and provide suggestions for improvement.
15	I can evaluate how a speaker can become an outstanding speaker.



Presenting

The oral transmission of information or ideas.

The first few steps are about learners **speaking clearly and logically**, to communicate their ideas.

The next stage is about being able to make **appropriate language choices**, considering their audience and why they are presenting.

Once they have mastered this, learners move on to how to create **engaging presentations** by thinking about gesture, expression and tone.

From Step 9, learners focus on **adapting their presentations for their audience**.

The final steps support learners in developing their **own personal presentational style** and how to make this effective in different contexts.

Step	Learner Descriptor
●	I can answer a simple question.
● ●	I can share information with a person I know.
● ● ●	I can speak so others understand me.
0	I can speak clearly to someone I know.
●	I can speak in simple sentences.
● ●	I can organise my thoughts and ideas.
● ● ●	I can share an idea or opinion with someone I know.
1	I can speak clearly to a small group of people I know.
●	I can retell simple thoughts and ideas.
● ●	I can use adjectives and adverbs to add details to my ideas.
● ● ●	I can share my thoughts and ideas through speaking to a small group of people I am not familiar with.
2	I can speak clearly and explain my ideas to a group of people.

Step	Learner Descriptor
●	I can identify structure in presentations.
● ●	I can explain why structure is important in presenting my ideas.
● ● ●	I can use connectives and complex sentences to add detail to my speaking.
3	I make points in an order that makes sense when I am speaking.
●	I can define what an audience is.
● ●	I can give examples of different types of audiences.
● ● ●	I can use simple presentational techniques to suit my audience with some support.
4	I choose an order for my points so that the audience can best understand me.
●	I can identify formal and informal language.
● ●	I can explain the difference between formal and informal language.
● ● ●	I can use formal language where appropriate within my presentations.
5	I can use formal language, tone and expression when I am presenting.



Step	Learner Descriptor
●	I can define 'purpose'.
● ●	I can identify some different simple purposes of talks.
● ● ●	I can explain how I could change the language of my presentation for different audiences.
6	I can change my language depending on the purpose and audience.
●	I can use vocabulary specific to my chosen topic.
● ●	I can illustrate points using examples.
● ● ●	I can communicate in way that is clear and engaging.
7	I can structure my language in a way that makes my communication clear and engaging, and use examples for my points.
●	I can identify the details that could be used in my presentation.
● ●	I can select the appropriate amount of detail to maintain the audience's interest.
● ● ●	I can vary the language to maintain the audience's interest.
8	I can vary my language and level of detail to make my presentation interesting according to the context.
●	I can vary the level of detail to maintain the audience's interest.
● ●	I can vary the structure of my talk to maintain the audience's interest.
● ● ●	I can select appropriate gestures to better communicate my message.
9	I can adapt my language, structure and gesture to engage my audience.
●	I can identify ways in which the audience is responding to my presentation.
● ●	I can modify my language during a presentation to maintain the audience's engagement.
● ● ●	I can modify my tone and expression to maintain the audience's engagement.
10	I am able to modify my language, tone and expression according to the listeners' reaction and response.

Step	Learner Descriptor
●	I can anticipate how audiences might react to my presentation.
● ●	I can explain how the audience may react positively or negatively.
● ● ●	I can plan changes to my presentation in response to anticipated reactions.
11	I can anticipate different responses from the audience and plan for them.
●	I can comment own my style of delivery.
● ●	I can think of ways to adapt my style of delivery.
● ● ●	I can explain why adapting my style might better engage the audience.
12	I can be flexible in my style during the presentation to better engage the audience. This might include changes to content and style of delivery.
●	I can describe different styles of presentation.
● ●	I can explain the advantages and disadvantages of each style of presentation.
● ● ●	I can evaluate the effectiveness of each style based on the audience and purpose of my talk.
13	I reflect on the effectiveness of different styles of presenting and choose the best style for me.
●	I can identify appropriate contexts for different styles of presentation.
● ●	I can explain the advantages and disadvantages of each style of presentation within different contexts.
● ● ●	I can evaluate the effectiveness of each style for myself and the context of my talk.
14	I reflect on the effectiveness of different styles of presenting and choose the best style for me.
●	I can confidently deliver presentations in a personal style.
● ●	I can confidently deliver presentations across a variety of contexts.
● ● ●	I can use reflective questions to help measure the effectiveness of my presentations.
15	I can deliver effective presentations in a personal style, adapted to the situation, and reflect on why they were effective.



Problem Solving

The ability to find a solution to a complex situation or challenge.

The initial stages are about learners being able to **explain a simple problem** they may have and recognise they may need help.

Once learners are able to identify problems, they begin learning how to use **strategies to solve simple problems**.

The next stage focuses on being able to **identify complex problems** and break them down before suggesting a range of possible solutions.

From Step 11, learners focus on **using different processes to solve complex problems**.

Finally, learners are able to **evaluate the approaches** they have developed to solve problems.

Step	Learner Descriptor
●	I can follow simple visual instructions.
● ●	I can follow instructions to solve a problem with help.
● ● ●	I can explain how following instructions can help me to solve a problem.
0	I can follow instructions to solve a problem.
●	I know when I need help.
● ●	I know who I can ask for help.
● ● ●	I can say what I need help with.
1	I can ask for help when I need it.
●	I can identify when I have a problem.
● ●	I can communicate what the problem is.
● ● ●	I can make a list of people I could ask for help, including my peers.
2	I can explain a simple problem that I might have and get someone to help me with it.

Step	Learner Descriptor
●	I can identify what I already know about a problem.
● ●	I can identify what I need to know about a problem.
● ● ●	I can explain where I would go for extra information.
3	I can find extra information with help from others to help me solve a simple problem.
●	I can break down a problem into its causes and effects.
● ●	I can look for more than one solution to a problem.
● ● ●	I can list more than one solution to a problem.
4	I can come up with different ways to solve a simple problem.
●	I can define 'pros' and 'cons'.
● ●	I can identify the pros and cons of different solutions.
● ● ●	I can apply pros and cons to an evaluation of solutions to make the best choice.
5	I can use pros and cons to pick the best way of solving a simple problem.



Step	Learner Descriptor
●	I can define 'simple problem' and 'complex problem'.
● ●	I can describe the difference between simple and complex problems.
● ● ●	I can explain why different approaches might be needed to solve them.
6	I can explain the difference between simple and complex problems.
●	I can list what I know and what I need to know to understand a complex problem.
● ●	I can carry out research to better understand a complex problem.
● ● ●	I can explain the why I chose my approach to the research.
7	I can carry out research to better understand complex problems.
●	I can use a visual tool to break down the causes and effects of given problem.
● ●	I can describe the research I would do to better understand the causes of a complex problem.
● ● ●	I can carry out research to look at the causes and effects of a complex problem.
8	I can look at the causes and effects of complex problems, including carrying out research.
●	I can use the identified causes of a problem to generate solutions.
● ●	I can create a range of solutions based on these causes.
● ● ●	I can evaluate solutions, using pros and cons.
9	I can create a range of possible solutions for complex problems and identify the pros and cons of each.
●	I can explain how the factors in decision-making can be ranked according to importance.
● ●	I can explain how scoring and weighting outcomes work.
● ● ●	I can apply scoring and weighting outcomes to decision making.
10	I can evaluate different solutions for a complex problem to pick the best one.

Step	Learner Descriptor
●	Identify a logic tree.
● ●	I can describe how logic trees can be used in problem solving.
● ● ●	Use a simplified logic tree to choose a solution to a problem.
11	I can use logic trees to help solve complex problems.
●	I can define 'hypothesis'.
● ●	I can give an example of a hypothesis that could be used in the context of solving a problem.
● ● ●	I can explain how a hypothesis could be tested.
12	I can use hypotheses to help solve complex problems.
●	I can define 'inductive logic' and 'deductive logic'.
● ●	I can explain how using inductive and deductive logic can be useful in problem-solving.
● ● ●	I can apply deductive and inductive logic to solving a problem.
13	I can explain deductive and inductive logic and how they can be used in problem-solving.
●	I can give examples of assumptions.
● ●	I can explain why assumptions may be a barrier in problem solving.
● ● ●	I can suggest ways to deal with assumptions.
14	I can identify assumptions that may be made about a problem and possible solutions, and think about how this might impact my approach.
●	I can list reflective questions they could use to help me evaluate the success of a solution.
● ●	I can suggest different ways to effectively measure the success of a solution.
● ● ●	I can explain how I could adapt my approach to increase the success of a solution.
15	I can evaluate the success of solutions I have used to attempt to solve a complex problem.



Creativity

The use of imagination and the generation of new ideas.

The first stage is about learners **recognising and using their imagination** to express themselves.

The next few steps focus on the learner's confidence to use their imagination to **develop new ideas using guidance or existing ideas**.

From Step 6, learners are able to **explain how creativity is useful** to help in different areas of life.

The next stage is about learners using **different strategies for creativity**, both when working alone and in groups.

Finally, learners are able to **evaluate different strategies for creativity** and reflect on what works well for them.

Step	Learner Descriptor
●	I can show awareness of an imaginary setting or object.
● ●	I can join in with someone's imaginative play.
● ● ●	I can role-play things I know.
0	I can use my imagination in role-play.
●	I know the difference between 'imaginary' and 'real'.
● ●	I can share examples of when I have used my imagination.
● ● ●	I can describe what I have imagined.
1	I can talk about when I use my imagination.
●	I can link what I have imagined to images, actions or text I have seen.
● ●	I can draw or record an idea I have.
● ● ●	I can act out or model an idea I have.
2	I can share what I imagine through writing, drawing or acting it out.

Step	Learner Descriptor
●	I can identify the success criteria for a task.
● ●	I can generate suitable ideas for a given set of criteria.
● ● ●	I can explain the term 'success criteria'.
3	I can use my imagination to come up with ideas when I've been given success criteria to help me.
●	I can explain how my ideas link to previous ideas.
● ●	I can share multiple ideas inspired by an original idea.
● ● ●	I can explain the terms 'being inspired' and 'linking'.
4	I can use my imagination to come up ideas linked to a starting point.
●	I can identify the different components of an idea or concept.
● ●	I can show how two or more ideas can be linked.
● ● ●	I can combine two or more ideas to create a new concept.
5	I can combine ideas or concepts to create new ones.



Step	Learner Descriptor
●	I can define and describe 'creativity'.
● ●	I can describe settings where creativity is used.
● ● ●	I can explain how different people use creativity.
6	I can explain what creativity is and how it is used in different settings.
●	I can describe the role of creativity.
● ●	I can give examples of when I have used creativity.
● ● ●	I can explain in detail how I have used creativity in different experiences.
7	I can explain how I use creativity in different areas of my life.
●	I can contribute ideas to a mind map in a group setting.
● ●	I can use a mind map template to help me generate my own ideas.
● ● ●	I can create my own mind map to map out my own ideas.
8	I can use mind mapping as a creative tool to help me generate ideas.
●	I can give examples of random ideas.
● ●	I can use random ideas to come up with new meaningful concepts.
● ● ●	I can describe how linking random ideas to original concepts helps create new ideas.
9	I can outline how introducing something seemingly random can support creativity.
●	I can describe a 'perspective'.
● ●	I can outline factors that might cause a difference in perspective.
● ● ●	I can consider an alternative perspective.
10	I can explain how considering different perspectives can support creativity.

Step	Learner Descriptor
●	I can describe 'groupthink' and recognise what it looks like.
● ●	I can apply previous creative tools to minimise effects of 'groupthink'.
● ● ●	I can explain additional strategies to overcome 'groupthink'.
11	I can explain how to maximise creativity when working collaboratively.
●	I can explain the value of reflecting in my own words.
● ●	I can reflect on a successful example of using a creative tool.
● ● ●	I can reflect on a challenging example of using a creative tool.
12	I can reflect on how I have used creative tools.
●	I can describe my preferred way of working.
● ●	I can give examples of different creative tools I could use.
● ● ●	I can identify the most effective creative tool for me and why I would choose it.
13	I can select the most effective creative tools for my way of working and explain why.
●	I can identify what is needed in a given situation.
● ●	I can identify tools that would not be useful in a given situation.
● ● ●	I can suggest a set of creative tools that could be used in a given situation.
14	I can suggest multiple creative tools that would be appropriate for a given situation.
●	I can list general pros and cons of different creative tools.
● ●	I can list pros and cons of a list of tools in a specific scenario.
● ● ●	I can make a recommendation for the best tool and explain my reasoning.
15	I can select the most effective creative tool for a given situation and explain why.



Staying Positive

The ability to use tactics and strategies to overcome setbacks and achieve goals.

It starts with learners being able to **recognise simple emotions** and suggest why people feel these.

The next stage is about developing learners' capacity to **keep trying when things go wrong**.

Once learners have mastered this, they move on to being able to **identify the positives in difficult situations**, and sharing this with others.

The next stage is about recognising the advantages of **risk taking** and knowing when it may be appropriate to take a risk.

The final steps are focused on learners **managing their emotions** in challenging contexts and choosing positive action.

Step	Learner Descriptor
●	I am aware that people have feelings.
● ●	I can name simple emotions.
● ● ●	I know that emotions can change.
0	I can say why people might be happy or sad.
●	I know that emotions can change because different things have happened.
● ●	I can give examples of when 'something goes wrong'.
● ● ●	I can explain how I feel when something goes wrong.
1	I can say when things go wrong and why people can get angry or upset.
●	I can identify times when people might want to give up.
● ●	I can explain the down side of giving up.
● ● ●	I can explain how choosing to keep going might be a better choice.
2	I can explain why giving up when something goes wrong does not help.

Step	Learner Descriptor
●	I can explain what calmness looks like.
● ●	I can describe strategies to stay calm.
● ● ●	I can apply strategies to stay calm when something goes wrong.
3	I try to stay calm when something goes wrong.
●	I can identify the cause of the problem.
● ●	I can identify positive strategies for when things go wrong.
● ● ●	I can apply positive strategies to keep trying when things go wrong.
4	I keep trying when something goes wrong, and think about what happened.
●	I can explain how my actions can influence how others feel and act.
● ●	I can describe a range of strategies to cheer up my peers.
● ● ●	I can apply a range of strategies to cheer up my peers.
5	I keep trying when something goes wrong and help cheer other people up.



Step	Learner Descriptor
●	I can define the term 'motivate'.
● ●	I can list a range of strategies to motivate my peers to keep trying.
● ● ●	I can apply strategies to motivate my peers to keep trying.
6	I keep trying and encourage others to keep trying, even when things are difficult.
●	I can identify the challenges or risks in a situation.
● ●	I can identify the positive outcomes that are possible in a situation.
● ● ●	I am able to focus on the positive outcomes of a situation.
7	I can look on the bright side in difficult situations and focus on that.
●	I can use appropriate language to acknowledge the challenges of a difficult situation.
● ●	I can use appropriate language to express the positive side of a difficult situation.
● ● ●	I can use appropriate structures to to explain the positive side of a difficult situation to others.
8	I can explain the positive side of a difficult situation to others.
●	I can identify different reasons behind a difficult situation.
● ●	I can identify the possible opportunities available.
● ● ●	I can find or come up with ideas to change difficult situations in to positive ones.
9	I can come up with ideas for changing difficult situations into positive opportunities.
●	I can create a list of possibilites for moving forward.
● ●	I can evaluate the different possibilities and choose the best one.
● ● ●	I can apply the best idea for moving forward.
10	In difficult situations, I choose the best way to move forward instead of giving up.

Step	Learner Descriptor
●	I can explain what 'risk' means.
● ●	I can explain how I can learn from my mistakes.
● ● ●	I can choose to take risks and make mistakes in order to learn.
11	I'm not afraid to take risks where I might make mistakes as I can say how I might learn from them.
●	I can assess a risk.
● ●	I can define the term 'calculated risk'.
● ● ●	I can choose an appropriate course of action after assessing a risk.
12	I can assess and manage risks appropriately.
●	I can identify my own emotions in familiar settings (one context).
● ●	I can assess my negative emotions.
● ● ●	I can choose appropriate positive actions, in a familiar setting (one context).
13	I can effectively recognise and assess my own negative emotions and take positive actions.
●	I can identify my emotions in different familiar contexts.
● ●	I can explain the impact my actions can have on others.
● ● ●	I can choose appropriate actions, depending on the context.
14	I can choose appropriate positive actions based on the context and impact they will have on others, when I am feeling negative emotions.
●	I can identify all possible consequences of my actions.
● ●	I can assess the likelihood and impact of each possible consequence.
● ● ●	I can choose an appropriate positive action for an unfamiliar context.
15	I can choose appropriate positive actions when I am feeling negative emotions, in unfamiliar contexts, and reflect on the effect of this.



Aiming High

The ability to set clear, tangible goals and devise a robust route to achieving them.

The first few steps are about **effort**: learners knowing why it is important to make an effort and what that might look like for them.

In the next stage, learners move into **goal planning**: being able to set their goals and break down what and how they will achieve them.

The next progression is learners reflecting and **using feedback** from others to support achievement of their goals.

Moving towards the top end, learners are able to create **long-term goals** and track effectively how they are moving towards them.

Step	Learner Descriptor
●	I am able to try new things.
● ●	I can finish an activity I have started.
● ● ●	I know that some activities can be more difficult than others.
0	I can say when I find something difficult.
●	I can say how hard I tried in a task.
● ●	I can give an example of 'trying my best'.
● ● ●	I can say what 'trying my best' looks like in different situations.
1	I can tell someone what 'trying my best' means.
●	I can give examples of when I might find something difficult.
● ●	I can give a definition of 'difficult'.
● ● ●	I can explain how something difficult will improve my understanding of something.
2	I can explain why it is important to try my best if I'm going to get better.

Step	Learner Descriptor
●	I can show how I am trying my best in different contexts.
● ●	I can demonstrate my sense of achievement when I have tried my best.
● ● ●	I can share what I have accomplished with others.
3	I can try my best and feel proud when I do.
●	I can identify something I might find difficult, but 'do-able'.
● ●	I look for chances to do something I might find difficult.
● ● ●	I ask adults to set me extra challenges.
4	I look for chances to do something that I might find difficult and ask an adult to set me extra challenges.
●	I can identify a 'simple goal'.
● ●	I can explain what 'achievable' means.
● ● ●	I can choose achievable goals for myself with help.
5	I can choose goals with some help from my teacher or another adult.



Step	Learner Descriptor
●	I can identify challenges that I could set as a goal.
● ●	I can assess which challenge will be the most difficult.
● ● ●	I can use the information I have gathered to set my own goal.
6	I can set my own goal that gives me a chance to try something I might find difficult.
●	I explain the difference between 'goals' and 'steps'.
● ●	I can identify a sensible 'step'.
● ● ●	I can prioritise 'steps' to achieve a goal.
7	I can order and prioritise different tasks to help me achieve my goal.
●	I can explain what 'resource' means when I'm setting goals.
● ●	I can identify the resources I need to achieve the steps towards my goal.
● ● ●	I can take action to make sure I can get the right resources.
8	I can identify and ensure access to appropriate resources to achieve my goals.
●	I can describe the importance of goal planning.
● ●	I can explain the process of goal planning.
● ● ●	I can set up a clear detailed plan to help me achieve a goal I have set.
9	I can create a plan to achieve a simple goal, breaking down tasks and securing resources, independently.
●	I can define 'skill set'.
● ●	I can reflect and describe my own skill set.
● ● ●	I can identify ways to improve my own skill set.
10	I can reflect on my skill set with accuracy and identify opportunities to improve further.

Step	Learner Descriptor
●	I can identify the five elements of a SMART target.
● ●	I can explain why each element of a SMART target is important.
● ● ●	I can create my own smart target to achieve my goal.
11	I can motivate myself to work autonomously to fulfil my plans and to achieve SMART targets to reach my goal.
●	I can define 'constructive feedback'.
● ●	I can identify appropriate people to offer constructive feedback on my own.
● ● ●	I can reflect on feedback and use it to improve my progress toward achieving my goals.
12	I seek out feedback, including constructive criticism to support me in achieving my goals.
●	I can define 'long term goal'.
● ●	I can create my own long term goals.
● ● ●	I can evaluate these goals against my own strengths and weaknesses.
13	I can create long term goals, taking into account my own strengths and weaknesses.
●	I can define 'milestone'.
● ●	I can identify my own milestones toward my long term goal.
● ● ●	I can describe how my own milestones are helping me stay on track towards my long term goals.
14	I can set regular milestones to help me reach my long term goals and keep me on track.
●	I can review my milestones and whether I have achieved them.
● ●	I can identify factors that will impact achieving one of my milestones.
● ● ●	I can adapt my milestones to adjust for changing circumstances.
15	I can modify my milestones and actions to respond to changes.



Leadership

Supporting, encouraging and motivating others to achieve a shared goal.

The first few steps are about developing **empathy**: learners can first describe their own feelings and then those of others.

At the next stage, learners develop their ability to support in **decision making** and ensuring tasks are completed.

From Step 8, learners focus on being able to **identify the strengths and interests** of the people they are leading, before applying their understanding to effectively **motivate** their team.

In the final steps, learners build their understanding of different **leadership styles**, their strengths and limitations and how they might be adapted for different scenarios.

Step	Learner Descriptor
●	I can show how I feel through my body language.
● ●	I can use resources to show how I am feeling.
● ● ●	I can describe how I feel to someone I know well.
0	I can sometimes describe how I feel.
●	I can describe a range of feelings.
● ●	I can say what has made me feel the way I do.
● ● ●	I can explain why my team might want to know how I am feeling.
1	I can describe how I am feeling to my team.
●	I can recognise different emotions in different people.
● ●	I can encourage my team and help them to feel motivated.
● ● ●	I can suggest ways to make my team members feel better.
2	I can describe how my team mates are feeling.

Step	Learner Descriptor
●	I can explain and demonstrate the ability to help people when needed.
● ●	I can divide up tasks amongst a team that I am leading.
● ● ●	Describe which emotions indicate someone may need help.
3	I can make sure that everyone has a job and can help team mates when they need me.
●	I can describe different ways to encourage my team to complete their tasks.
● ●	I can see when team mates are falling behind and help them finish on time
● ● ●	I can explain why it is important to achieve a task on time and why helping and encouraging others may support with this.
4	I take responsibility for my team mates completing their jobs on time.
●	I can define what a consensus is when working in a team.
● ●	I can use strategies to help a group reach a consensus.
● ● ●	I encourage team mates to resolve disagreements between them.
5	I can help my team come to a decision that most people are happy with and finish the task.



Step	Learner Descriptor
●	I can explain how disagreements can make people feel.
● ●	I can describe different ways to overcome disagreements.
● ● ●	I can demonstrate different ways to overcome disagreements.
6	I can make decisions to resolve disagreements between team mates.
●	I can explain what is meant by a strength and a weakness.
● ●	I know my own strengths and weaknesses.
● ● ●	I can demonstrate my strengths effectively in different tasks.
7	I can explain my own strengths and weaknesses and how to make my best contribution.
●	I can use different ways of finding out other people's strengths and interests.
● ●	I understand my team mates' interests.
● ● ●	I can accurately describe other people's strengths and interests.
8	I can explain my team mates' strengths and interests.
●	I can explain which tasks require different strengths and interests.
● ●	I can match up the strengths of the team to appropriate tasks.
● ● ●	I can delegate tasks based on my team mates' strengths.
9	I use my understanding of my team mates' strengths to help achieve team goals.
●	I can identify reasons for why disagreements might occur within a task.
● ●	I can identify when there has been conflict and make suggestions for avoiding it in future.
● ● ●	I can use discussion strategies to resolve disagreements.
10	I can see when disagreements are developing, and can use strategies to resolve these.

Step	Learner Descriptor
●	I can explain what motivation is and some of the different things people are motivated by.
● ●	Identify basic strategies that will motivate my team.
● ● ●	I make an effort to motivate my team
11	I can explain some different ways to motivate my team.
●	I can explain why the same motivational strategy may not be effective for everyone, all of the time.
● ●	I can assess if a strategy is motivating my team.
● ● ●	I am usually able to motivate my team.
12	I can adapt the way I motivate my team, depending on the situation.
●	I can describe different styles of leadership and identify what their characteristics are.
● ●	I can describe different leadership styles.
● ● ●	I can explain which leadership styles I use the most and why.
13	I can describe different leadership styles and share which style I think I use and why.
●	I can identify the positive and negative aspects of at least two leadership styles.
● ●	I can describe the negatives or limitations of my preferred leadership style.
● ● ●	I can identify the risks of my preferred leadership style.
14	I can explain positive and negative aspects of different leadership styles and am aware of the limitations of the leadership style I tend towards.
●	I recognise when my leadership style is effective and when it is not effective.
● ●	I try different leadership styles when I see that my style is not effective.
● ● ●	I can change my leadership style according to the situation I am in.
15	I can adapt my leadership style depending on the situation I am in and who I am working with.



Teamwork

Working cooperatively with others towards achieving a shared goal.

The initial steps are about **understanding why we work in teams** before moving to the next stage which explores how learners can become **effective team members**.

The next stage is all about being a **supportive and inclusive** team member, focused on how learners can ensure everyone's ideas are valued.

From Step 9, the developments are about understanding and **managing team dynamics** to help avoid negative conflict.

Finally, learners look at how they can **evaluate team performance** to help make improvements.

Step	Learner Descriptor
●	I can take turns with adults.
● ●	I can take turns with other children when an adult tells me to.
● ● ●	I can tell you what 'taking turns' means.
0	I am happy to take turns with other children.
●	I can name the small tasks that make up a larger task.
● ●	I can explain what 'working together' means.
● ● ●	I try to get on well with other children.
1	I can work with other children to do something together.
●	I can list the advantages of teamwork.
● ●	I can identify tasks which are more suited to teamwork.
● ● ●	I can explain the benefits of working in a team.
2	I can explain why teams are sometimes better than working by myself.

Step	Learner Descriptor
●	I can tell you what jobs need to be done on a team task.
● ●	I can explain why there are different jobs in a team.
● ● ●	I can complete my job in a team task.
3	I help with different jobs in my team and take responsibility for finishing my job.
●	I can explain why team mates should get on well.
● ●	I can find ways to get on well with others.
● ● ●	I can use strategies to resolve disagreements.
4	I can get on well with my team and find ways to resolve a disagreement.
●	I can explain why helping others is good for the team.
● ●	I can tell you what is helpful for the team.
● ● ●	I can help others if I have finished my task.
5	When I finish my task, I can help others complete their tasks on time too.



Step	Learner Descriptor
●	I can explain why teams make decisions.
● ●	I can give ideas to the team to help make a decision.
● ● ●	I can help my team to make a decision.
6	I help my team make decisions and I make my own suggestions.
●	I can identify what ideas are useful.
● ●	I can tell you what is good about others' ideas.
● ● ●	I can reflect on my own ideas and make useful suggestions.
7	I recognise the value of others' ideas and make useful contributions myself.
●	I can identify team members who aren't participating.
● ●	I can identify strategies to help others contribute.
● ● ●	I can encourage contributions from everyone in a group discussion.
8	I include all team mates in group discussions and encourage them to contribute.
●	I can define what is meant by an 'argument'.
● ●	I can identify strategies to avoid getting into an argument.
● ● ●	I can apply strategies to avoid getting into an argument.
9	I can spot when I might be getting into an argument and take steps to avoid it.
●	I can give examples of where arguments might occur.
● ●	I can identify when others might be getting into arguments.
● ● ●	I can describe and apply strategies which help avoid team mates getting in to arguments.
10	I can spot when others might be getting into an argument and make suggestions to avoid it.

Step	Learner Descriptor
●	I can identify the purpose of a team meeting.
● ●	I can explain what contribution would be most valuable.
● ● ●	I can share my contribution in a measured and concise way.
11	I can contribute to team meetings in a measured, valuable and concise way.
●	I can identify reasons to reflect on the team's progress.
● ●	I can use evaluative questions to reflect on team progress in a task.
● ● ●	I can make suggestions for improving team performance.
12	I can reflect on the team's progress and make suggestions for improvements.
●	I can evaluate the success of a team's approach.
● ●	Explain some different approaches to tasks.
● ● ●	I can influence team mates in a positive way to get better results.
13	I can reflect and evaluate on the team's approaches to tasks and carefully influence to get better results.
●	I can describe the interdependency of team leader and team members.
● ●	I can recognise and articulate the strengths and weaknesses of a leader.
● ● ●	I can support the leader to make the most of their strengths and mitigate their weaknesses.
14	I can evaluate the team leader's strengths and weaknesses and actively support them when they need me.
●	I can identify the skills of my team members.
● ●	I can demonstrate the ability to give and take on board constructive peer feedback.
● ● ●	I can explain to my team how we can support each other to improve.
15	I can identify the skills of my team members and explain how we can support each other to improve.

Join the Skills Builder PARTNERSHIP

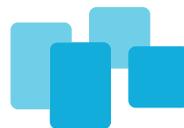
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Training and support

Our team of outstanding qualified teachers help your staff to build their confidence in teaching essential skills and supporting students' progress.

(Two sessions annually)



Classroom resources

We provide a wide range of resources to help your learners build essential skills, including posters, certificates and a series of short video-based activities.



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Our easy-to-use web tool helps teaching staff assess the students quickly and effectively, and view their data clearly.

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Challenge Days provide an exciting and engaging way for students across a class, a year group or even the whole school to work together and use their essential skills in a real-life context.



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Classroom projects bring learning to life and let students develop and apply new essential skills, while our videos are perfect for explicit skills teaching. We also provide a wide range of printable resources.



Assessment tool

The Skills Builder Framework breaks each skill down into teachable and learnable chunks; our easy-to-use web tool helps teaching staff to assess their students quickly and view their data clearly, giving evidence of progress.

Find out more and download a full information booklet at skillsbuilder.org/sen

Littledown Special School



Littledown Special School in Slough supports children aged 4 to 11 with social, emotional and mental health (SEMH) difficulties. It provides a safe and stimulating environment where children develop the skills which enable them to be included in their communities.

How do they use the Skills Builder Framework?

Littledown School have a series of teacher training sessions to look at how to embed the Framework in the classroom. They then run student-led projects and Challenge Days where students have to work in teams and focus on their essential skills. Some students then have the opportunity to go on a business trip to Thames Water to use these skills in a real-life scenario.

Why do they use the Framework?

Littledown wanted a programme that was structured and gave the children the skills to be aware of, to work on and to develop throughout their schooling. The Framework sets out the progression a young person makes through the skills so they can see where they are at in the skills, and where they are going, enabling them to take the skills into their adult life.

What's been the impact of using the Framework?

At Littledown, using the Framework and associated resources encourages the children to employ the essential skills in all areas of their learning and their lives. This will enable the students to become more positive, successful and sociable adults, helping them to become good role models themselves one day.

“ The eight skills are a key part of this programme which links in with other parts of the curriculum enabling the children to use the skills in all subjects. ”

Nichola Heaffey, Curriculum Lead

“ The children were all talking about today's business trip to other children and staff when we returned to school which already demonstrated positivity and improving social skills. ”

Teacher on Trip to Thames Water

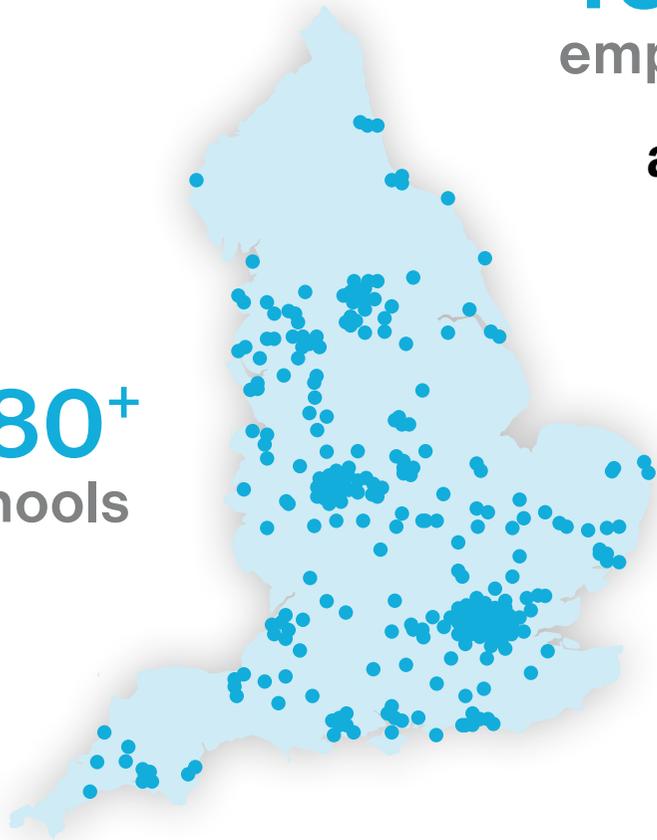
“ By encouraging these skills, we are helping the children to become good role models themselves. ”

Nichola Heaffey, Curriculum Lead

Other organisations using Skills Builder

We're building a global coalition of skills-building youth organisations, all using the shared Skills Builder Framework. As these skills are widely transferable, our partner organisations cover a whole range of different industries and outcomes.

480+ schools



130+ employers

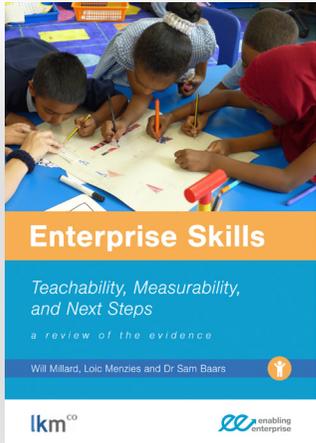


40+ skills-building organisations

TeachFirst



Further reading



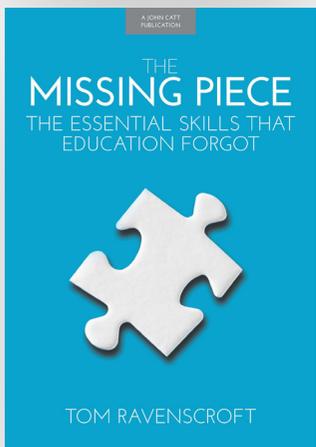
LKMco examines the evidence

In 2017, we collaborated with LKMco, a dedicated education thinktank, to research the state of enterprise education in today's schools, as well as evaluate Enabling Enterprise's approach. The result is a detailed look at the rationale for building the essential skills and the core role they should have in our education system. Along the way it also explores what effectively building these skills looks like, and how progress can be meaningfully assessed and tracked. This report serves as further evidence of the need for systemic change, as well as being useful and informative for those invested in unlocking their students' hidden potential. Download the full report at skillsbuilder.org

Consolidating all we've learned

The Missing Piece: The Essential Skills Education Forgot details the rationale for building essential skills, in the light of a decade of practice with over 150,000 children and young people. It rigorously examines the arguments for and evidence behind the six principles, as well as discussing the thinking behind the development of the Skills Builder Framework.

The book also looks to the future, outlining a roadmap for the changes we must make to our education system so that every student can be equipped with the skills, experiences and aspirations that will empower them to succeed in life.



¹ CBI (2016), 'Education and Skills Survey', CBI

² University of Cambridge (Unknown), 'Key skills for undergraduates', University of Cambridge [Accessed in February 2017 at www.transkills.admin.cam.ac.uk/skills-portal/keyskillsundergraduates]

³ Cullinane, C. and Montacute, R. (2017), *Life Lessons*, Sutton Trust [suttontrust.com/research-paper/life-lessons]

⁴ Millard, W., Menzies, L. and Baar, S. (2017), 'Enterprise Skills: Teachability, Measurability and Next Steps', LKMco

⁵ Ravenscroft, T. (2017), *The Missing Piece: The Essential Skills that Education Forgot*, London: John Catt Publishing Ltd.

⁶ Talentino (2018), *The SEND Gatsby Benchmark Toolkit* [https://www.careersandenterprise.co.uk/sites/default/files/uploaded/the_send_gatsby_benchmark_toolkit_v2.pdf]

⁷ Talentino (2018), *The Same and Different - Putting Forward the Case for Early Career Development for Young People with Learning Difficulties in Special Schools* [<http://www.talentinocareers.co.uk/talentino/The%20Same%20and%20Different%20-%20Paper%20from%20Talentino.pdf>]

The approach

The Skills Builder Framework was originally developed by Enabling Enterprise to underpin their programmes. It was developed from a review of the literature, the existing national curriculum and then through work with over 300 schools. Tom Ravenscroft's 2017 book, *The Missing Piece*, explored the full rationale behind the approach and the Framework. It also highlighted the need for a shared language and common approach to these skills.

Over the period from Summer 2017, Enabling Enterprise worked with key partners including BITC, Ark, Teach First, Career Ready and the Careers & Enterprise Company to refine and improve this Framework. During this period, the Framework also benefitted from the generous advice and guidance of many individuals and organisations who are highlighted on the following pages.

We also ran a series of five roundtables in October and November 2017 where skills-building organisations and employers fed into the refinement of the Framework. Finally, the Framework was piloted by over 20 organisations to test its transferability to different settings. We are extremely grateful to all of these organisations and individuals. Thank you.



Paul Drechsler

President of the Confederation of British Industry and Chair of Teach First

“ Skills Builder gives everyone working with children and young people important guidance on the behaviours and attributes they need to succeed. These eight essential characteristics are the foundation on which to build our next generation. I call on business to take these skills, champion them, embrace them, and use them to support their interactions with young people. ”



Dr Mary Bosted

Joint General Secretary of the National Education Union

“ We have a duty as educators to think deeply about what children and young people need to be able to do in a society that will change radically, in a future where there will be few, if any, jobs for life. We have to talk about how we make the knowledge that we teach our children in school real, how we enable them to synthesise knowledge and use it in new situations. I think Skills Builder is a fantastic device to do that. ”



Dame Julia Cleverdon

Vice President of Business in the Community and Trustee of Step Up To Serve

“ Skills Builder is practical. It's simple. It's had a seven-year track record of being tested: it was not developed by a thinktank who've never been near a classroom in their lives, but started with teachers. It's been consistently tested through one organisation by many others. It's absolutely what we need - and all the national, top-down organisations need to adopt this. ”

Who's involved?

Over the last four years creating Skills Builder, we have collaborated with a huge number of individuals and organisations. They have helped us refine the Framework, cement best practice, measure impact and plan our next steps. We are enormously grateful for all their support.

Development Group

The Development Group led the project to refine the Framework.

Tom Ravenscroft

Enabling Enterprise

Sam George

Enabling Enterprise

Anne Spackman

Career Ready

Chloe Holmes

Ark

Katy Neep

Business in the Community

Maxine Barrett

Teach First

Ralph Scott

Teach First

Jonathan Boys

The Careers & Enterprise Company

Advisors

We're grateful to the advisors who helped to refine the Framework and principles.

Paul Drechsler

CBI

Dame Julia Cleverdon

Business in the Community

Jo Owen

The Leadership Partnership

Prof. John Holman

University of York

Richard Hardie

UBS

Sarah Craner

UBS

Stephen Isherwood

Institute of Student Employers

Prof. Jose Chambers

Comino Foundation

Prof. Bill Lucas

University of Winchester

Elnaz Kashef

Education & Employers

Julian Astle

The RSA

Janet Clark

National Education Union

Kate McGoey

Barclays LifeSkills

Samantha Butters

Fair Education Alliance

Laura Barbour

Sutton Trust

Brett Wigdortz

Teach First

Sarah Young

Impetus-PEF

Ross Hall

Ashoka

Bethia McNeil

Centre for Youth Impact

Jo Clunie

KPMG Foundation

Lucy Ball

KPMG Foundation

Five expert groups

In order to refine and develop each section of our Framework, we have worked with experts experienced in building the essential skills, as well as a host of employers from different sectors. Their perspective has been invaluable, and we thank them for their passion and feedback.

Communication skills

Lizzie Lynch
Voice 21

Alice Penfold
National Literacy Trust

Richard Hull
Talk The Talk

Kate Freeman
I CAN

Sam Baars
LKMco

Amanda Moorghen
English-Speaking Union

Ben Kahn
Spiral

Alison Coates
English Speaking Board

Creative Problem-Solving skills

Toby Baker
NESTA

Asma Shah
You Make It

Diana Fisher-Naylor
CCE

Kiri Grant
Cardboard Citizens

Victoria Shaksan
Lewisham Youth Theatre

Tom Doust
Institute of Imagination

Self-Management skills

Chloe Thomas
Jamie's Farm

Lily Eastwood
Hackney Pirates

Emmanuel Akpan-Inwang
The Lighthouse

Joseph Watfa
Football Beyond Borders

James Mannion
Pivotal Education

Interpersonal skills

Ayesha Ahmed
Faculty of Education,
University of Cambridge

Molly Singleton
British Exploring Society

Olly Offord
Franklin Scholars

Manjit Shellis
UFA

Andy Smith
London Youth Rowing

Rupert Higham
UCL Institute of Education

Employers

Fabiola Williams
White Stuff

Rebecca Antonini
First State Investments

Christopher Temmink
Exterior Media

Leonie Smith
Costain

David Smith
Costain Skanska JV

Danielle Fullwood
Guy's and St. Thomas'
NHS Foundation Trust

Emma Cumming
Forward3D

Jeff Joseph
Higgins Construction

Stephen Osborne
Pret A Manger

Christina Warren
Teach First



Skills Builder
PARTNERSHIP

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