**The Crypt EDGE (Engage, Develop, Grow and Excel) Employability Award - Endorsed by GE**

**To achieve the Crypt School’s Employability Award, students must demonstrate competence in 5 out of the 8 skills outlined below, using the STAR Technique (Situation, Task, Action, Result), and pass an interviewing process with GE Aviation successfully.**

**As well as this we also need evidence that some Academic Enrichment is taking place.**

Employability Skills List from the CBI's Education & Skills Survey:

**Self-management** – readiness to accept responsibility, flexibility, resilience, self-starting, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning e.g. acting upon feedback, managing deadlines, school/job pressures etc.

**Business and customer awareness** – basic understanding of the key drivers for business success e.g. innovation, taking calculated risks, knowing how to achieve customer satisfaction, building customer loyalty, knowing how to save the company time and money e.g.

**Team-work** – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others e.g. playing sport in a team, scouts etc.

**Communication and literacy** – application of literacy, ability to produce clear, structured written work which is grammatically correct, in an appropriate style, written with attention to the needs of the reader **and** verbal literacy – including persuasiveness, negotiation, listening and questioning e.g. presentation to peers, speeches, taking part in an interview.

**Application of information technology** – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines. E.g. producing Excel, PowerPoint, programming.

**Problem solving** – analysing facts and situations and applying creative thinking to develop appropriate solutions. E.g. dealt with a difficult situation, helped a friend in trouble, solve a problem at work etc

**Entrepreneurship & Enterprise** - ability to innovate, create a new business, take risks, success in the face of competition. E.g. Young enterprise, selling online, come up with a new idea etc.

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**How to successfully demonstrate your employability skills - STAR interviewing technique**

Try to use the STAR technique when demonstrating your examples. Whether at interview or completing an application form, the STAR approach is a great way to structure examples. It helps employers and University admissions tutors evaluate the skills, qualities and experiences you have that would help you fit the requirements of the job, course, company or institution.

**Situation**

Explain the situation that you were in. This should be a short description. It could be: ‘whilst I was presenting to classmates…’ or ‘whilst working in a bar…’.

**Task**

You need to briefly explain what it is that you had to do, and what the success criteria was. If you were working as a group, explain what the overall task of the group was but be clear about your own role.

**Action**

This is the most substantial part (around 50-70%) of any example and you need to include:

* What you did.
* Why you did it.
* How you did it.
* What skills you used.

**Result**

There is little point in explaining the situation, task and action if the employer or course provider is left wondering whether what you did made any difference. So be prepared to explain:

* What happened as a result of the actions you took?
* What you would have done differently or improved?
* What impact the result had overall on the team task?

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**Example to demonstrate verbal communication skills**

### Situation

My part-time job is working part-time as a waitress.

**Task**On a particularly busy Friday night, we were short staffed and an angry customer complained loudly about the extended wait for their food and banged his fists on the table.

**Action**

I utilised effective communication to help resolve the issue. I first listened attentively to the customer and clarified the reason for his complaint to ensure I fully understood. I apologised and explained the reasons for the delay, and that it was not usual to have to wait this long but that I would see what I could do. I then spoke to the kitchen staff to find out how long it would be before his order was going to be ready and asked for the order to be moved to a priority. By explaining the situation to them, they were willing to prioritise it (something which they would not usually do). I also asked for an estimate as to when it would be ready. I then apologised again to the customer and gave him the estimated waiting time for his order along with some free olives and nuts to nibble on as they waited. I remained calm and friendly throughout.

### ResultThis resulted in the customer calming down, being satisfied with their food and returning to the restaurant on a regular basis.

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|  |  |
| --- | --- |
| **EXAMPLE** | **SKILL TYPE = Self-Management** |
| **Situation** | **(1 sentence)** |
| **Task** | **(1 sentence)** |
| **Action** | **(several sentences)** |
| **Result** | **(1 or 2 sentences)** |
| **EXAMPLE** | **SKILL TYPE = Team working** |
| **Situation** | **(1 sentence)** |
| **Task** | **(1 sentence)** |
| **Action** | **(several sentences)** |
| **Result** | **(1 or 2 sentences)** |
| **EXAMPLE** | **SKILL TYPE = Enterprise** |
| **Situation** | **(1 sentence)** |
| **Task** | **(1 sentence)** |
| **Action** | **(several sentences)** |
| **Result** | **(1 or 2 sentences)** |
| **EXAMPLE** | **SKILL TYPE = Communication and Literacy** |
| **Situation** | **(1 sentence)** |
| **Task** | **(1 sentence)** |
| **Action** | **(several sentences)** |
| **Result** | **(1 or 2 sentences)** |
| **EXAMPLE** | **SKILL TYPE = IT literacy** |
| **Situation** | **(1 sentence)** |
| **Task** | **(1 sentence)** |
| **Action** | **(several sentences)** |
| **Result** | **(1 or 2 sentences)** |
| **EXAMPLE** | **SKILL TYPE = Problem solving** |
| **Situation** | **(1 sentence)** |
| **Task** | **(1 sentence)** |
| **Action** | **(several sentences)** |
| **Result** | **(1 or 2 sentences)** |
| **EXAMPLE** | **SKILL TYPE = Positive attitude and self-branding** |
| **Situation** | **(1 sentence)** |
| **Task** | **(1 sentence)** |
| **Action** | **(several sentences)** |
| **Result** | **(1 or 2 sentences)** |
| **EXAMPLE** | **SKILL TYPE = Customer Awareness** |
| **Situation** | **(1 sentence)** |
| **Task** | **(1 sentence)** |
| **Action** | **(several sentences)** |
| **Result** | **(1 or 2 sentences)** |
| **5 skills successfully completed.**  | **Approved by:** | **Signature:** |

**Year 12 Academic Enrichment**

Record the **Academic Enrichment** activities that you have participated in/ completed to extend your learning beyond the taught curriculum:

|  |  |
| --- | --- |
| **Example** | **Description of activity/ What have you learnt?** |
| Extended Project Qualification (EPQ) |  |
| Future Learn |  |
| MOOC |  |
| Further reading for a subject |  |
| Subject based Olympiad/ Challenge |  |
| Subject based club |  |
| Teaching English as a Foreign Language (TEFL) |  |
| Activity completed from the Super Curriculum booklet |  |
| Tedtalk |  |
| Podcast |  |
| University Visit |  |
| Visited an Art Gallery/ Museum |  |
| Other? |  |

**Reflection of employability award:**

I am pleased with…

I need to spend more time on….

I have learnt that…

Next year to develop I need to…