

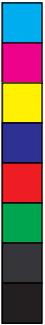
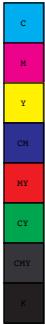
Start Date:

Name:

The skills passport is where you collect evidence of your skills development in lessons, projects, clubs, community or charity work, and other activity.

**“Knowledge is not skill.  
Knowledge plus ten thousand times is skill”**

SHINICHI SUZUKI



# What is your Skills Passport?



The eight skills set out in this passport are skills you need to be successful in any part of your life. Research shows that developing these skills leads to greater success.

The eight essential skills are highly transferable, and support us to do any job. Employers state that there is a gap between the skills they expect young people to have and what they see. Those with stronger essential skills have improved life satisfaction and earn up to 12% more than their peers. Throughout your time at Claremont, we are committed to giving you opportunities to develop these important skills.

At school there are many opportunities to focus on developing your skills both within and outside the classroom. You just need to know which one!

This Skills Passport breaks these skills into a sequence of steps to guide you through from Getting Started to Mastery and a place for you to collect the evidence of your development within each skill. As a guide, you would normally be working on different levels depending on your age. However you have the freedom to try and develop your skill set at whichever level you feel suits you.

## Year 3 to 6: Getting Started

## Year 7 to 9: Intermediate

## Year 10 to 11: Advanced

## Year 12 to 13: Mastery

You need to show your teachers evidence of having developed each skill using the 'step' descriptors. **Simply being there and participating is not enough.** If agreed, your teacher will sign off that evidence in this Skills Passport.

For each level, you will need to have **THREE** pieces of evidence that will result in a certificate of achievement for that particular skill. Years 7 and above remember to record your evidence in Unifrog too, as this will give you an electronic record should you lose your passport.

Telling stories is one of the most powerful means to influence and inspire others. It forges connections between people, ideas and their values. When the time comes for you to start the next stage of your learning journey, we want to ensure that you not only know what your key skills are, but know how to link your experiences in telling your own story to inspire and influence the people around you. Ultimately this will make you more successful in whatever you choose to do.

*We are proud to be part of your story!*



# Using your Skills Passport

1

Identify the skill you want to develop depending on the activity you are taking part in.

2

Work towards providing evidence of your chosen skill.

3

Record your evidence within your Skills Passport and ask your teacher to sign it off.

4

Transfer any evidence into your Unifrog account (for Year 7 and above).

5

Collect three pieces of evidence to complete a level and be awarded a certificate of achievement. Remember to inform your tutor.



unifrog

6

## How to transfer evidence

- Login to your account
- Go to Skills section using this QR code.
- Click **+ Add a skill** for the skill and level you have achieved
- Add a skill



## Intermediate

*Example...*

Skill: **Staying Positive**  
Step No: **5**

*Despite their project going wrong at first, Joe encouraged his team not to be frustrated and to try something different.*

Teacher: *C.D*

Date: *6th Sept*



**Listening:** The receiving, retaining and processing of information or ideas

LEVEL	STEPS
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Getting Started</b> <i>Listening to others</i></p>	<p>Step 0 <b>I listen to others without interrupting</b></p> <p>Step 1 <b>I listen to others and can remember short instructions</b></p> <p>Step 2 <b>I listen to others and can ask questions if I don't understand</b></p> <p>Step 3 <b>I listen to others and can tell someone else what it was about</b></p> <p>Step 4 <b>I listen to others and can tell why they are communicating with me</b></p> <p>Step 5 <b>I listen to others and record important information as they do</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Intermediate</b> <i>Demonstrating listening</i></p>	<p>Step 6 <b>I can concentrate on what someone is saying, even when they are speaking for a while</b></p> <p>Step 7 <b>I can remember things that someone has told me</b></p> <p>Step 8 <b>I can use my body language and comments to show someone I am listening to them</b></p>





**Remember** to log your progress on Unifrog in the Competencies section (from step 6 to step 15)

**Getting Started**

*Lets go!*

**Intermediate**

*Well done!*

Getting Started Step number:  
Evidence:

Intermediate Step number:  
Evidence:

Teacher: Date:

Teacher: Date:

Getting Started Step number:  
Evidence:

Intermediate Step number:  
Evidence:

Teacher: Date:

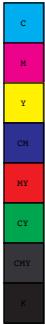
Teacher: Date:

Getting Started Step number:  
Evidence:

Intermediate Step number:  
Evidence:

Teacher: Date:

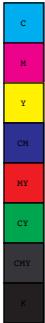
Teacher: Date:





**Listening:** Supporting, encouraging and developing others to achieve a shared goal

LEVEL	STEPS
<p><b>Advanced</b> <i>Recognising influence</i></p>	<p>Step 9 <b>I can summarise and rephrase something that someone has told me</b></p> <p>Step 10 <b>I can learn things by listening to people talk about them</b></p>
<p><b>Master</b> <i>Listening critically</i></p>	<p>Step 11 <b>I can ask someone the right questions to get them to explain things better</b></p> <p>Step 12 <b>I can understand what someone is feeling, beyond what they are saying</b></p> <p>Step 13 <b>I can put myself in someone's shoes when they speak, even if I disagree with what they're saying</b></p> <p>Step 14 <b>I can identify when someone is using techniques to convince me in a conversation</b></p> <p>Step 15 <b>I can ask the right questions to get someone to open up about something they're reluctant to discuss</b></p>







## Speaking: The oral transmission of information or ideas

LEVEL	STEPS
<p><b>Getting Started</b> <i>Speaking clearly and effectively</i></p>	<p>Step 0 <b>I speak clearly to someone I know</b></p> <p>Step 1 <b>I speak clearly to small groups of people I know</b></p> <p>Step 2 <b>I speak clearly to individuals or small groups I do not know</b></p> <p>Step 3 <b>I speak effectively by making points in a logical order</b></p> <p>Step 4 <b>I speak effectively by thinking about what my listeners already know</b></p> <p>Step 5 <b>I speak effectively by using appropriate language</b></p> <p>Step 6 <b>I can use a professional tone when speaking</b></p>
<p><b>Intermediate</b> <i>Speaking engagingly</i></p>	<p>Step 7 <b>I can explain something clearly when speaking</b></p> <p>Step 8 <b>I can keep someone interested when I'm talking to them</b></p> <p>Step 9 <b>I can talk calmly to someone who is upset</b></p>





**Remember** to log your progress on Unifrog in the Competencies section (from step 6 to step 15)

**Getting Started**

*Let's go!*

**Intermediate**

*Well done!*

Getting Started Step number:  
Evidence:

Intermediate Step number:  
Evidence:

Teacher: Date:

Teacher: Date:

Getting Started Step number:  
Evidence:

Intermediate Step number:  
Evidence:

Teacher: Date:

Teacher: Date:

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Evidence:

Intermediate Step number:  
Evidence:

Teacher: Date:

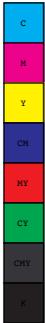
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## Speaking: The oral transmission of information or ideas

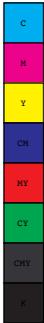
LEVEL	STEPS
<p><b>Advanced</b> <i>Speaking adaptively</i></p>	<p>Step 10 <b>I can speak about the same topic differently depending on who I'm talking to</b></p> <p>Step 11 <b>I can talk confidently with people I don't know</b></p> <p>Step 12 <b>I can speak about difficult or sensitive topics</b></p>
<p><b>Master</b> <i>Speaking influentially</i></p>	<p>Step 13 <b>I can talk calmly with someone I disagree with</b></p> <p>Step 14 <b>I can keep a big audience of people interested when I speak</b></p> <p>Step 15 <b>I can convince people by talking to them</b></p>





**Remember** to log your progress on Unifrog in the Competencies section (from step 6 to step 15)

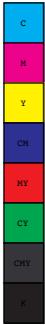
Advanced <i>Great Work!</i>	Master <i>Congratulations!</i>
<p>Advanced Step number: Evidence:</p> <p>Teacher:                      Date:</p>	<p>Master Step number: Evidence:</p> <p>Teacher:                      Date:</p>
<p>Advanced Step number: Evidence:</p> <p>Teacher:                      Date:</p>	<p>Master Step number: Evidence:</p> <p>Teacher:                      Date:</p>
<p>Advanced Step number: Evidence:</p> <p>Teacher:                      Date:</p>	<p>Master Step number: Evidence:</p> <p>Teacher:                      Date:</p>





**Problem Solving:** The ability to find a solution to a situation or challenge

LEVEL	STEPS
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Getting Started</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>Completing tasks</i></p>	<p>Step 0</p> <p><b>I complete tasks by following instructions</b></p> <p>Step 1</p> <p><b>I complete tasks by finding someone to help if I need them</b></p> <p>Step 2</p> <p><b>I complete tasks by explaining problems to someone for advice if I need</b></p> <p>Step 3</p> <p><b>I complete tasks by finding information I need myself</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intermediate</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>Exploring problems</i></p>	<p>Step 4</p> <p><b>I explore problems by creating different possible solutions</b></p> <p>Step 5</p> <p><b>I explore problems by thinking about the pros and cons of possible solutions</b></p> <p>Step 6</p> <p><b>I can describe and explain a problem I need to solve</b></p> <p>Step 7</p> <p><b>I can tell when a problem is similar to one I've solved previously</b></p> <p>Step 8</p> <p><b>I can keep calm when my potential solutions to a problem don't work</b></p>





**Remember** to log your progress on Unifrog in the Competencies section (from step 6 to step 15)

**Getting Started**

*Lets go!*

**Intermediate**

*Well done!*

Getting Started Step number:  
Evidence:

Intermediate Step number:  
Evidence:

Teacher: Date:

Teacher: Date:

Getting Started Step number:  
Evidence:

Intermediate Step number:  
Evidence:

Teacher: Date:

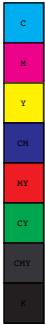
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Getting Started Step number:  
Evidence:

Intermediate Step number:  
Evidence:

Teacher: Date:

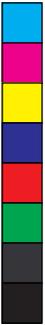
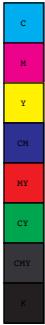
Teacher: Date:





**Problem Solving:** The ability to find a solution to a situation or challenge

LEVEL	STEPS
<p style="text-align: center;"><b>Advanced</b> <i>Analysing complex problems and solutions</i></p>	<p>Step 9 <b>I can use what I learnt from solving a previous problem to solve a new one</b></p> <p>Step 10 <b>I can do research to find potential solutions to a problem</b></p> <p>Step 11 <b>I feel motivated by having a problem to solve</b></p> <p>Step 12 <b>I can come up with potential solutions to a problem on my own</b></p>
<p style="text-align: center;"><b>Master</b> <i>Implementing strategic plans</i></p>	<p>Step 13 <b>I can analyse a problem I am facing logically</b></p> <p>Step 14 <b>I can use the results of things I've tried before to come up with new solutions to a problem</b></p> <p>Step 15 <b>I can evaluate and prioritise potential solutions to a problem</b></p>

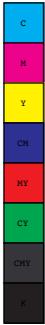






## Creativity: The use of imagination and the generation of new ideas

LEVEL	STEPS
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Getting Started</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>Imagining and generating ideas</i></p>	<p>Step 0</p> <p><b>I imagine different situations</b></p> <p>Step 1</p> <p><b>I imagine different situations and can say what I imagine</b></p> <p>Step 2</p> <p><b>I imagine different situations and can bring them to life in different ways</b></p> <p>Step 3</p> <p><b>I generate ideas when I've been given a clear brief</b></p> <p>Step 4</p> <p><b>I generate ideas to improve something</b></p> <p>Step 5</p> <p><b>I generate ideas by combining different concepts</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intermediate</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>Using creativity and developing ideas</i></p>	<p>Step 6</p> <p><b>I can develop ideas by using techniques (like mind mapping or using a prompt question)</b></p> <p>Step 7</p> <p><b>I am quick to come up with ideas</b></p> <p>Step 8</p> <p><b>I can come up with ideas by looking at what other people have done</b></p> <p>Step 9</p> <p><b>When faced with a problem I can come up with ideas</b></p> <p>Step 10</p> <p><b>I make an effort to develop my creativity</b></p>







**Creativity:** The use of imagination and the generation of new ideas

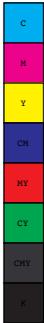
LEVEL	STEPS
<p style="text-align: center;"><b>Advanced</b> <i>Innovating effectively</i></p>	<p>Step 11 <b>I can come up with ideas to improve something that already exists</b></p> <p>Step 12 <b>I can help other people to think creatively</b></p>
<p style="text-align: center;"><b>Master</b> <i>Supporting others to innovate</i></p>	<p>Step 13 <b>I can come up with an idea that's different from everyone else's</b></p> <p>Step 14 <b>I can come up with ideas that bring about big changes</b></p> <p>Step 15 <b>I can come up with truly original ideas, that could actually be successful</b></p>





**Remember** to log your progress on Unifrog in the Competencies section (from step 6 to step 15)

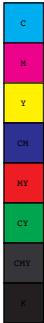
Advanced	<i>Great Work!</i>	Master	<i>Congratulations!</i>
<p>Advanced Step number: Evidence:</p> <p>Teacher:                      Date:</p>	<p>Master Step number: Evidence:</p> <p>Teacher:                      Date:</p>	<p>Advanced Step number: Evidence:</p> <p>Teacher:                      Date:</p>	<p>Master Step number: Evidence:</p> <p>Teacher:                      Date:</p>
<p>Advanced Step number: Evidence:</p> <p>Teacher:                      Date:</p>	<p>Master Step number: Evidence:</p> <p>Teacher:                      Date:</p>		





## Staying Positive: The ability to use tactics and strategies to overcome setbacks and achieve goals

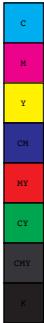
LEVEL	STEPS
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Getting Started</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>Keep trying</i></p>	<p>Step 0</p> <p><b>I can tell when I feel positive or negative</b></p> <p>Step 1</p> <p><b>I can tell when others feel positive or negative</b></p> <p>Step 2</p> <p><b>I keep trying when something goes wrong</b></p> <p>Step 3</p> <p><b>I keep trying and stay calm when something goes wrong</b></p> <p>Step 4</p> <p><b>I keep trying when something goes wrong, and think about what happened</b></p> <p>Step 5</p> <p><b>I keep trying when something goes wrong and help cheer others up</b></p> <p>Step 6</p> <p><b>I keep trying when something goes wrong and encourage others to keep trying too</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intermediate</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>Finding opportunities</i></p>	<p>Step 7</p> <p><b>If I need to, I can make myself do something I don't want to do</b></p> <p>Step 8</p> <p><b>I can handle being stressed for a while</b></p> <p>Step 9</p> <p><b>I can deal with failure</b></p> <p>Step 10</p> <p><b>I can handle hearing about or seeing sad situations</b></p>





**Remember** to log your progress on Unifrog in the Competencies section (from step 6 to step 15)

Getting Started <i>Lets go!</i>	Intermediate <i>Well done!</i>
Getting Started Step number: Evidence:     Teacher: _____ Date: _____	Intermediate Step number: Evidence:     Teacher: _____ Date: _____
Getting Started Step number: Evidence:     Teacher: _____ Date: _____	Intermediate Step number: Evidence:     Teacher: _____ Date: _____
Getting Started Step number: Evidence:     Teacher: _____ Date: _____	Intermediate Step number: Evidence:     Teacher: _____ Date: _____





**Staying Positive:** The ability to use tactics and strategies to overcome setbacks and achieve goals

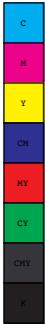
LEVEL	STEPS
<p style="text-align: center;"><b>Advanced</b> <i>Managing risks and rewards</i></p>	<p>Step 11 <b>I can maintain a positive attitude when things are hard</b></p> <p>Step 12 <b>I can deal with rejection</b></p>
<p style="text-align: center;"><b>Master</b> <i>Supporting others to stay positive</i></p>	<p>Step 13 <b>I can keep trying at something even if it's been going badly for a while</b></p> <p>Step 14 <b>I can find the positives in a difficult situation</b></p> <p>Step 15 <b>I can help others stay positive when things are hard</b></p>





**Remember** to log your progress on Unifrog in the Competencies section (from step 6 to step 15)

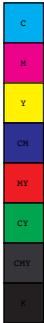
Advanced	<i>Great Work!</i>	Master	<i>Congratulations!</i>
<p>Advanced Step number: Evidence:</p> <p>Teacher:                      Date:</p>	<p>Master Step number: Evidence:</p> <p>Teacher:                      Date:</p>	<p>Advanced Step number: Evidence:</p> <p>Teacher:                      Date:</p>	<p>Master Step number: Evidence:</p> <p>Teacher:                      Date:</p>
<p>Advanced Step number: Evidence:</p> <p>Teacher:                      Date:</p>	<p>Master Step number: Evidence:</p> <p>Teacher:                      Date:</p>		





**Aiming High:** The ability to set clear, tangible goals and devise a robust route to achieving them

LEVEL	STEPS
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Getting Started</b> <i>Working effectively</i></p>	<p>Step 0 <b>I know when I am finding something too difficult</b></p> <p>Step 1 <b>I know what doing well looks like for me</b></p> <p>Step 2 <b>I work with care and attention to detail</b></p> <p>Step 3 <b>I work with pride when I am being successful</b></p> <p>Step 4 <b>I work with a positive approach to new challenges</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Intermediate</b> <i>Setting goals</i></p>	<p>Step 5 <b>I set goals for myself</b></p> <p>Step 6 <b>I can set an achievable goal</b></p> <p>Step 7 <b>I can break a goal down into several steps</b></p> <p>Step 8 <b>I can create a plan to achieve a goal</b></p> <p>Step 9 <b>I can create plans that involve other people</b></p>





**Remember** to log your progress on Unifrog in the Competencies section (from step 6 to step 15)

**Getting Started**

*Lets go!*

**Intermediate**

*Well done!*

Getting Started Step number:  
Evidence:

Intermediate Step number:  
Evidence:

Teacher: Date:

Teacher: Date:

Getting Started Step number:  
Evidence:

Intermediate Step number:  
Evidence:

Teacher: Date:

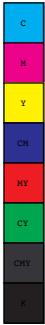
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Getting Started Step number:  
Evidence:

Intermediate Step number:  
Evidence:

Teacher: Date:

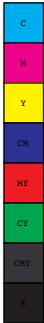
Teacher: Date:





**Aiming High:** The ability to set clear, tangible goals and devise a robust route to achieving them

LEVEL	STEPS
<p style="text-align: center;"><b>Advanced</b> <i>Creating plans</i></p>	<p>Step 10 <b>I can assign tasks to myself and others according to our strengths</b></p> <p>Step 11 <b>I can create plans that include clear targets to measure progress</b></p> <p>Step 12 <b>I can create plans that involve getting feedback</b></p>
<p style="text-align: center;"><b>Master</b> <i>Developing long-term strategies</i></p>	<p>Step 13 <b>I can adjust a plan to react to unexpected challenges</b></p> <p>Step 14 <b>I can create a plan for a long-term project, including regular milestones</b></p> <p>Step 15 <b>I can create long-term plans for projects involving other people</b></p>

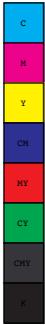






**Leadership:** Supporting, encouraging and developing others to achieve a shared goal

LEVEL	STEPS
<p>Getting Started <i>Understanding emotions</i></p>	<p>Step 0 <b>I know how I am feeling about something</b></p> <p>Step 1 <b>I know how to explain my feelings about something to my team</b></p> <p>Step 2 <b>I know how to recognise others' feelings about something</b></p>
<p>Intermediate <i>Managing tasks</i></p>	<p>Step 3 <b>I manage dividing up tasks between others in a fair way</b></p> <p>Step 4 <b>I manage time and share resources to support completing tasks</b></p> <p>Step 5 <b>I manage group discussions to reach shared decisions</b></p> <p>Step 6 <b>I can communicate a goal to other people</b></p>

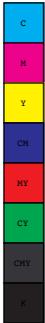






**Leadership:** Supporting, encouraging and developing others to achieve a shared goal

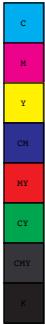
LEVEL	STEPS
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Advanced</b> <i>Managing and supporting others</i></p>	<p>Step 7 <b>I can make people want to achieve a goal with me</b></p> <p>Step 8 <b>I can resolve disagreements in a team so that we still keep working together</b></p> <p>Step 9 <b>I can motivate people to keep working when things get hard</b></p> <p>Step 10 <b>I can identify the strengths and weaknesses of the people I'm leading</b></p> <p>Step 11 <b>I can identify when people I'm leading need help, and I can support them</b></p> <p>Step 12 <b>I can help people I'm leading to improve their weaknesses, making the process feel positive</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Master</b> <i>Adaptive leadership</i></p>	<p>Step 13 <b>I can reflect on my own leadership style, and on my strengths and weaknesses</b></p> <p>Step 14 <b>I can check-in with the people I'm leading over the course of a project to make sure we are on track</b></p> <p>Step 15 <b>I can motivate different sorts of people to work together on a long term project</b></p>





**Remember** to log your progress on Unifrog in the Competencies section (from step 6 to step 15)

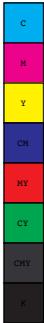
Advanced	<i>Great Work!</i>	Master	<i>Congratulations!</i>
<p>Advanced Step number: Evidence:</p> <p>Teacher:                      Date:</p>		<p>Master Step number: Evidence:</p> <p>Teacher:                      Date:</p>	
<p>Advanced Step number: Evidence:</p> <p>Teacher:                      Date:</p>		<p>Master Step number: Evidence:</p> <p>Teacher:                      Date:</p>	
<p>Advanced Step number: Evidence:</p> <p>Teacher:                      Date:</p>		<p>Master Step number: Evidence:</p> <p>Teacher:                      Date:</p>	





## Teamwork: Working cooperatively with others towards achieving a shared goal

LEVEL	STEPS
<p><b>Getting Started</b> <i>Working well with others</i></p>	<p>Step 0 <b>I work with others in a positive way</b></p> <p>Step 1 <b>I work well with others by behaving appropriately</b></p> <p>Step 2 <b>I work well with others by being on time and reliable</b></p> <p>Step 3 <b>I work well with others by taking responsibility for completing tasks</b></p> <p>Step 4 <b>I work well with others by supporting them if I can do so</b></p> <p>Step 5 <b>I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds</b></p>
<p><b>Intermediate</b> <i>Contributing to a group</i></p>	<p>Step 6 <b>I can contribute to decision making in a group</b></p> <p>Step 7 <b>In a team, I can be relied on to do the tasks that have been assigned to me</b></p> <p>Step 8 <b>In a group, I can recognise when someone has a better idea than me</b></p>

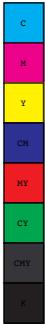






## Teamwork: Working cooperatively with others towards achieving a shared goal

LEVEL	STEPS
<p style="text-align: center;"><b>Advanced</b> <i>Improving a team</i></p>	<p>Step 9 <b>In a team, I can give other people space to do their tasks and not try to do everything myself</b></p> <p>Step 10 <b>I can accept and work towards a group decision even if I personally disagree with it</b></p> <p>Step 11 <b>I can work well with different sorts of people</b></p>
<p style="text-align: center;"><b>Master</b> <i>Influencing a team</i></p>	<p>Step 12 <b>I can be honest about my strengths and weaknesses in a team</b></p> <p>Step 13 <b>I can work well with people I don't get on with personally</b></p> <p>Step 14 <b>I can help resolve conflicts in a group I'm part of</b></p> <p>Step 15 <b>I can notice when someone in my team needs help, and support them</b></p>







**"When it comes to  
mastering a skill, time is  
the magic ingredient"**

**ROBERT GREENE**

