**THE MARK SCOTT LEADERSHIP FOR LIFE AWARD**

**‘CHAMPIONS CHARTER’**

**This document sets out as clearly as possible in what ways a School Champion can add value to the Award experience and maximise potential impact for their pupils.**

The document following comes from reviewing those schools where we recruit most successfully in terms of young people who have a need for the development the Award offers, and the ability to take full part and therefore benefit from participation. The below is sharing what we feel is best practice. We ask that Champions read, reflect, and attempt to replicate wherever possible while working with their Project Co-ordinator from the Award.

**RECRUITMENT EVENT**

We find that working through a presentation with schools works best. These are most effective when:

* We have **approachable and available Champions**
* Students have known **role models** from previous years
* There is **adequate time for the presentation** (20 mins – 40 mins being the ideal)
* A good solid **recommendation** from a respected senior teacher before or after the presentation
* Additional **reference to the presentation** 2-3 days afterward, and again a week later
* **Referrals** from knowledgeable guidance staff.

We also acknowledge that we are sometimes unable to run the recruitment at the ‘best’ time of the year in some schools, or to run the residentials at the most convenient times, but we ask for your understanding and co-operation as we do the best we can.

**SELECTION**

This is an important stage for us. By 6th year, students are good at writing personal statements and it is noticeable in some cases that it is almost impossible to get a feel for the person behind the words. We are also aware that those most in need or able to make most use of the experience may not come forward, or may present poorly. These steps ensure we get the best participants (see ‘selection criteria’):

* **Informed Guidance staff** have an input
* **Champions guide selection** away from the most able students
* Selection is **based on developmental need** of the student
* There is a **mixture of ability** including those with innate leadership qualities perhaps with insufficient confidence in themselves
* **Swift** responses to selection requests from MSLFLA Team
* **Help applicants** send in paperwork and admin fees straight away if necessary

**PUPIL SUPPORT TEAMWORK**

You and/or your guidance team will be aware of information regarding past experiences, behaviours, and needs of your pupils which may affect their performance, and suitability for participation. Be assured that this knowledge is for preparation and not for screening.

**For the purposes of GDPR, when we have 24-hour responsibility for the young people on remote expedition we do have a right to any information pertinent to the safety and welfare of your students.** In turn we also share information we gain during our relationship with the young people which we feel should be held by Guidance staff who have a bigger-picture view of Student Welfare.

This works best when:

* Informed **Guidance staff are involved** in selection
* Champions are informed of issues, and **pass these on in partnership** with their project co-ordinator
* Champions are in **regular contact** throughout the Award, and are accessible to the Project Co-ordinators either on the phone or on email
* School management enter into the **partnership** we have in safeguarding the welfare of young people.

**SUPPORT THROUGH THE PROJECT ELEMENT**

Students will at times lack motivation during their Award experience, but those who keep working hard, and produce the best projects and therefore the most positive atmosphere for development are commonly the best supported pupils. The project is the tool for learning, so it’s also important to hold pupils to account in a supportive way. This works best when:

* Champions **communicate fairly regularly** with the project co-ordinator
* Champions keep **regular** (but can be short) **contact** with the participants
* Champions are **easily available** for pupils
* Champions **support and advocate for pupils** for instance in making fundraising arrangements within school or getting passes to leave school early
* Champions **hold participants to account** to work in a timely and respectful way.
* Champions **allow pupils to fail** in tasks

You might consider whether your role allows you to fully achieve this if you are an SMT member – we have some extremely effective champions who are in their first years in the teaching profession.

*You will be asked to acknowledge this Charter in the School Participation Agreement.*

**Thank you very much for agreeing to support the Award. As you can see above your involvement is critical to creating the best experience for the pupils from your school.**