

Subject Overview and Objectives

College subject: Careers/Employability	Subject Lead teacher: Vickie Whitehead	Class and Year group(s):	Teacher:	Year of curriculum cycle: Rolling cycle
College wide topic:	Getting Ready for Work (DofE Volunteering)	Exploring the World of Work (DofE Volunteering)	Career Planning (DofE Volunteering)	
Term:	Autumn	Spring	Summer	
Outcomes drawn from: Gatsby Benchmarks Compass + CDI Framework	2, 3, 4, 5, 7, 8 Information about the labour market for students, online resources, aspiration raising, events & talks involving employers, embedded careers learning Reflecting on yourself, your background, and your strengths	2, 3, 4, 5, 6, 7 Aspirations raising, employer involvement in the curriculum, volunteering, work experience, workplace visits, one to one careers guidance embedded careers learning Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces	2, 3, 4, 5 SEND vulnerable students, Local authority collaboration, embedded careers learning Further education visits & visits Create opportunities by being proactive and building positive relationships with others	
	- Preparing for employability - Exploring careers and career development - Self-awareness - Self determination - Valuing equality, diversity and inclusion	- Learning about safe working practices and environments - Developing personal financial capability - Investigating work and working life	- Handling applications and interviews - Self-improvement as a learner	
Objectives of unit:	The students will learn about and experience: - Developing a work ethos - Recognising personal skills and qualities - Personal presentation/Hygiene - Personal manner and conduct - Health & Safety - Exploring work experience opportunities & aspirations - Further Education, Social care or apprenticeships - Meetings with Careers advisor	The students will learn about and experience: - Types of employment / what employers want - Aspirations and skill matching - Basic job searches - Rights and responsibilities (employer / employee) - Recognising need and accessing support - CV Writing	The students will learn about and experience: - What employers want - Interview preparation and practise - Showcasing skills - CV updated - Transition Visits to FE or Social Care	
Suggested teaching activities:	Baseline assessment Role play Teacher/adult and pupil(s) take part in role play using: puppets, dolls, costumes. Responding to a picture, photograph, drawing, film clip, story board, cartoon strip or any other kind of sensory stimuli. Graffiti wall/working wall	Baseline assessment Role play Teacher/adult and pupil(s) take part in role play using: puppets, dolls, costumes. Responding to a picture, photograph, drawing, film clip, story board, cartoon strip or any other kind of sensory stimuli. Graffiti wall/working wall	Baseline assessment Role play Teacher/adult and pupil(s) take part in role play using: puppets, dolls, costumes. Responding to a picture, photograph, drawing, film clip, story board, cartoon strip or any other kind of sensory stimuli. Graffiti wall/working wall	

	Pupils select from a pool of pictures, images, widgets, photographs and add to their wall. Pupils who are able to write can add their ideas to the wall. Draw & write/draw & talk/point & talk Pupils respond in pictures (or pictures and words) to an open-ended, neutral instruction: e.g. draw a healthy person.	Pupils select from a pool of pictures, images, widgets, photographs and add to their wall. Pupils who are able to write can add their ideas to the wall. Draw & write/draw & talk/point & talk Pupils respond in pictures (or pictures and words) to an open-ended, neutral instruction: e.g. draw a healthy person	Pupils select from a pool of pictures, images, widgets, photographs and add to their wall. Pupils who are able to write can add their ideas to the wall. Draw & write/draw & talk/point & talk Pupils respond in pictures (or pictures and words) to an open-ended, neutral instruction: e.g. draw a healthy person
	• Vocational profiles • Skills & qualities • Sorting different jobs/sectors • Health & safety- keeping safe • Internal work experiences • Independent/supported travelling • Matching uniforms • Going out into the community • Team work activities • Values guiding professional behaviour • Support local charities and organisations • Sensory World of Work • In groups within structured role-plays/scenarios, students outline their preferences for participation in training and/or workplace experiences, and demonstrate the skills necessary for effective participation in training and/or workplace experiences. • Students identify factors necessary for effective participation in training and/or workplace experiences such as punctuality, reliability, appropriate personal and interpersonal skills, and enthusiasm. • preferred subjects at school • preferred work environments, eg inside/outside • preferred hobbies and interests • personal attributes such as, negotiation/communication/listening skills, patience, perseverance, working in a team or independently • details of previous work experience skill areas	• Exploring occupations and occupation development • Explore different types of work, where specific work is undertaken, and the reasons why people work. This may involve: • sorting and matching photographs/pictures to identify what is work and what is not work • recognising the different types of work such as paid, unpaid, and voluntary work; full-time, part-time or casual work; permanent or temporary work • interviewing family members or friends to explore work options and the reasons why people work • recounting the work experiences of people from their research • exploring the links between types of work and workplace environments such as indoor/outdoor, alone or with others, eg she is a doctor and she works in a hospital; he is a builder and he works outside; she sells jewellery and she works in a department store • recording the information obtained on a poster or multimedia presentation. • training sites in the community, eg apprentices working at a smash repair shop, trainees working at a childcare centre • indoor/outdoor workplaces, eg retail outlets, council parks and gardens • individual or team workplaces, eg train station, fast food outlet • voluntary and paid work, eg volunteer roles at a hospital; packer in a factory.	• Participate in a scheduled transition planning meeting. This may include: • using the information in their vocational profiles to express preferences • participating in decision-making processes, eg expressing a point of view • recognising that discussions at a transition planning meeting will provide information about options for further education, training and/or employment • identifying the time and place for the meeting • identifying the people who will attend the meeting and the ways in which they can assist the student. • listening, identifying, and recording actions to be taken following the meeting • determining the timeframe for subsequent meetings • undertaking actions agreed to at the meeting. • communicating and behaving appropriately with others • dressing appropriately • staying on task, attending meetings and visits, and completing tasks.

		End point assessment - questioning to assess students' knowledge and understanding to plan for future learning, eg mini whiteboards, online quizzes - observation of students' knowledge, understanding and skills through their work and participation in activities, eg practical application of transition planning activities, work skills-based activities, work experience, checklists, photographs, work samples, video recordings, class discussions.	End point assessment - questioning to assess students' knowledge and understanding to plan for future learning, eg mini whiteboards, online quizzes - observation of students' knowledge, understanding and skills through their work and participation in activities, eg practical application of transition planning activities, work skills-based activities, work experience, checklists, photographs, work samples, video recordings, class discussions.	End point assessment - questioning to assess students' knowledge and understanding to plan for future learning, eg mini whiteboards, online quizzes - observation of students' knowledge, understanding and skills through their work and participation in activities, eg practical application of transition planning activities, work skills-based activities, work experience, checklists, photographs, work samples, video recordings, class discussions.
Curriculum Links: [PD, English, Maths, Fitness & wellbeing, Careers, ICT, Creative, Vocational/ employability]		- Personal Development - English - Maths - Vocational - Fitness & Wellbeing - ICT - Creative	- Personal Development - English - Maths - Vocational - Fitness & Wellbeing - ICT	- Personal Development - English - Maths - Vocational - Fitness & Wellbeing - ICT
Preparation for adulthood: [Highlight skills focused on]		1. Developing Independent Living Skills. 2. Good Health and Wellbeing. 3. Friendships, Relationships and Community. 4. Life/Employment Skills (including Access to Employment)	1. Developing Independent Living Skills. 2. Good Health and Wellbeing. 3. Friendships, Relationships and Community. 4. Life/Employment Skills (including Access to Employment)	1. Developing Independent Living Skills. 2. Good Health and Wellbeing. 3. Friendships, Relationships and Community. 4. Life/Employment Skills (including Access to Employment)
Skills builder skills: [Highlight skills focused on – Min 2/ Max. 4]		Listening Teamwork Speaking Problem Solving Creativity Staying Positive Aiming High Leadership	Listening Teamwork Speaking Problem Solving Creativity Staying Positive Aiming High Leadership	Listening Teamwork Speaking Problem Solving Creativity Staying Positive Aiming High Leadership
Skills progression/ outcomes sought: <i>Students will be able to...</i>	Pre- entry:	- Communicate what they are good at and what they want - Identify different jobs - Experience enterprise activities and internal work experience - Feeling part of and belonging to the local community - Completing jobs to help people (with support)	- Developing skills for problem solving – letting the student get things wrong, fitting things together, finding hidden items, getting an item they want. - Meeting new people - Making links with other classes - Complete internal jobs and tasks	- Joint interactions – Intensive Interaction. - Meeting new people - Making links with classes and in the community - Sensory World of Work - Making choices using technology - Self-exploration activities - Visits to post 19 options - Community Visits

Outcomes taken from:				
	Key Vocabulary	Like, not like, choose, yes, no, please, thank you, job, work, clothes. uniform, see	Looking, listening, job titles, creativity, sense, smelling, touching, sounds	Likes/dislike, touch, press, speak switch, sounds, listen, look, names of post 19 providers
	Entry 1	- Know who can help them to apply for a job. - Be able to use communication skills in a work context. - Present self appropriately in a work setting - Conduct self appropriately in a work setting. - Use digital skills and/or devices in a work environment - Be able to identify jobs of interest to self. - Be able to work as a team member - Be able to recognise different options. - Be able to select an option. - Be able to communicate choices	- Know about working life. - Know about areas of work - Be able to engage in work place activity - Be able to recognise when they have a problem in the workplace - Be able to seek help in solving a workplace problem. - Be able to work with others to solve a work-related problem - Use digital skills and/or devices to communicate in a work environment. - Know who can help them to find a job - Be able to engage in the process of setting work-related targets - Know their colleagues - Be able to interact with colleagues - Be able to contribute to completing an activity as part of a team	- Be able to prepare for an interview - Be able to present self positively at an interview - Be able to express thoughts and feelings - Be able to make choices and express preferences. - Be able to make requests. - Be able to ask questions. - Be able to visit
	Key Vocabulary	Skills, qualities, career, job, work, employment, CV, vocational profile	Working hours, being on time, presentation, flexible, respectable, good worker, making eye contact, asking for help	Transition visits, future ,decision making, planning, staying positive, vision, willing to try new things, post 19 colleges
	Entry 2	- Be able to apply for a job - Present self appropriately in a work setting. - Know the benefits of working - Know about ways of working. - Be able to find out about available jobs. - Be able to identify suitable jobs - Be able to recognise the options from which they can choose. - Be able to seek support and/or information to help them make a choice. - Be able to recognise the consequences of their choices. - Identify a person, people or organisation that can help them to find a job	- Conduct self appropriately in a work setting - Know their colleagues. - Be able to work with colleagues. - Be able to use communication skills in a work context. - Be able to engage in work place activity. - Be able to seek help in solving a workplace problem. - Be able to work with others to solve a work-related problem - Use digital skills and/or devices in a work environment. - Identify sectors in which they have an interest in working - Identify types of work or ways of working in which they have an interest - Be able to follow instructions	- Be able to prepare for an interview. - Use relevant sources of support to prepare for an interview for a specific job or placement of interest to self, including - Be able to present self positively at an interview - Be able to present information about self to an employer

		Use relevant sources of support to find specific jobs appropriate for them	.	
	Key Vocabulary	Skills, qualities, career, job, work, employment, CV, vocational profile, future	Pay , workplace agreement, shift work, flexible, responsible, respectful, trustworthy, communication	Transition, future ,decision making, planning, positive attitude, vision, willing to try new things, part time work, full time work, post 19 colleges
	Entry 3	- Be able to prepare a job application - Be able to prepare a CV - Be able to find out about different career options - Be able to assess career options - Be able to plan goals for future career - Use oral communication in a work context	- Know the benefits of working - Be able to confirm requirements of a workplace task - Be able to complete a workplace task - Be able to review a workplace task. - Be able to conduct self appropriately in a work setting - Be able to select solutions to a work-related problem or issue - Be able to request support in the workplace	- Be able to find out about different career options - Be able to assess career options - Be able to plan goals for future career
	Key Vocabulary	Skills, qualities, career, job, work, employment, CV, vocational profile	Payslip , workplace agreement, shift work, flexible, responsible, respectful, trustworthy, communication	Decision making, planning, positive attitude, vision, willing to try new things, part time work, full time work, post 19 colleges
	Level 1	- Understand the behaviours, attitudes and attributes required for employment - Understand emotional and behavioural awareness. - Be able to recognise areas for personal development. - Understand different methods of applying for jobs. - Be able to complete a job application. - Be able to complete a job application. - Be able to prepare for interview questions. - Be able to plan travel for an interview.	- Be able to prepare to be interviewed. - Be able to respond to questions in an in - Be able to assess own performance in an interview. - Be able to prepare for his/her work experience. - Be able to plan a journey to work. - Be able to follow requirements during the work experience. - Be able to complete a work experience review	- Be able to use sources in career Planning - Be able to research career Requirements - Be able to produce a careers action plan. - Be able to recognise the opportunities that exist for lifelong learning. - Explore Post 19 Transition Visits
	Key Vocabulary	Apprenticeship, employer, employee, salary, T-Levels/Vocational, occupation, presentations, passionate, resilience, strong work ethic,	Wage, wage slip, workplace agreement, contract, shift work, flexible, proactive, responsible, respectful, trustworthy, communication	Decision making, planning, positive attitude, vision, willing to try new things, part time work, full time work, post 19 colleges/apprenticeship

*** EXAMPLE BASELINE AND END POINT ASSESSMENT ACTIVITIES.**

Carrying out a baseline assessment activity at the beginning of each new topic will ensure that the subsequent learning starts where the pupils are, is matched to their individual needs and allows progress to be demonstrated or measured.

Examples of activities that lend themselves to baseline and end point assessment are outlined below. These are for guidance only and should be adapted depending on pupils'

Baseline activity	Useful for assessing	End point activity to demonstrate progress
Role play Teacher/adult and pupil(s) take part in role play using: puppets, dolls, costumes.	Skills applied, strategies recalled and deployed.	Repeat role play showing how strategies or skills have been retained/ recalled/developed/used. A role play/conversation on a related but more challenging situation could be used.
Responding to a picture, photograph, drawing, film clip, story board, cartoon strip or any other kind of sensory stimuli.	Knowledge, understanding , attitudes, beliefs, strategies.	Photographs could be taken of the pupil's initial physical response or notes made of their verbal response/communication at both the beginning and the end of the lesson. If written down, revisit in a different colour; discuss or write down any changes to their original response as a result of the learning.
Graffiti wall/working wall Pupils select from a pool of pictures, images, widgets, photographs and add to their wall. Pupils who are able to write can add their ideas to the wall.	Starting point of an individual pupil or group of pupils' knowledge, understanding, beliefs, questions related to the topic, identifying misconceptions.	Change/move/add more pictures to the arrangement of images originally created. If written work, revisit in a different colour—add, amend, expand, change, discuss or write down any changes in their responses as result of the learning.
Draw & write/draw & talk/point & talk Pupils respond in pictures (or pictures and words) to an open-ended, neutral instruction: e.g. draw a healthy person.	Knowledge, understanding, attitudes, beliefs, simple concepts, identifying misconceptions.	Re-visit in a different colour — add, amend, expand. If oral work, repeat same prompts, add in additional information/pictures, ask to justify choices of pictures.
Continuum/washing line	Attitudes, beliefs, attributes, identifying misconceptions.	Repeat the activity, asking pupils if they have moved along the continuum (this can be using point and talk, pencil and paper or by asking pupils to physically move along a standing continuum if appropriate) and to give their reasons for doing so; photograph new continuum or washing line positions and compare with photograph of baseline positions.
Additional ideas for activities to demonstrate learning at the end of lesson or a series of lessons could include: • pupil presentations to the rest of the class or group (prompted/supported by an adult or peer if necessary), • producing images/pictures/photographs/blogs of pupils' work for display in the classroom or around the school, or in a large book (these could be shared in school newsletters or in an assembly) • filming/audio recording of pupils' work when they have demonstrated a particular skill or attribute.		

specific learning needs and abilities. For more on assessment in PSHE education, see the PSHE Association's primary and secondary assessment guides