

The Skills for Employability and Independence Course

Aim

Through the skills for Employability and Independence course, we aim to support the aspirations of all our young people to ensure that they gain the understanding, skills, and experience they need to make progress and succeed in learning, life and work. We believe that this effective program not only contributes to their well-being but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

The main aim of the skills for Employability and Independence course is for students to develop a positive attitude to employment, Independence, transition and their future. Promote self-awareness, enabling students to make well informed educational, vocational and training choices and to manage the transition from education to new roles including employment. To develop practical skills that may be used in the workplace and adult life in conjunction with functional and independent living skills.

- To develop self-esteem and self-image.
- To prepare students for life by developing self-reliance, self-respect and self-discipline
- To develop and nurture critical thinking and decision making skills
- To develop inter-personal skills such as problem solving, team building and the ability to follow instructions accurately
- To develop entrepreneurial skills
- To develop a positive attitude about themselves and equality of opportunity
- To understand the importance of Health and safety in the workplace, home and at school
- To create opportunities for achievement
- To enable students to acquire and modify skills by target setting
- To raise awareness of the wide range of education, training and careers opportunities
- To give students the opportunity to gain knowledge in economic and Industrial understanding
- To empower students to make individual choices (where appropriate) about their continuing education, training and careers paths and manage the transition to new roles and situations
- To develop work related skills and knowledge that will promote future personal independence.
- To develop 'experiences of work'
- To increase engagement with local employers
- To understand that we are part of a wider community and our responsibilities towards it.
- To support students in gaining accreditation at an appropriate level.
- To prepare students for adulthood.

To provide opportunities to enable students to progress onto the Supported Internship programme that leads to employment (paid or voluntary) or college if students can progress onto a higher level.

Relation to whole curriculum

The Skills for Employability and Independence course enables students to develop practical and functional skills within a real life context, across a broad curriculum. It provides students with opportunities to develop and enhance their ability in basic skills including Maths, English and ICT through Nationally recognised accreditation. Development of work related learning skills, such as teamwork and following instructions are encouraged across the curriculum, as is the use of transferable skills from other curriculum areas.

Work-related education in the curriculum provides contexts, resources and opportunities for:

- Spiritual, moral, social and cultural development
- Personal and social development
- Health education
- Active citizenship
- Academic, applied and vocational learning
- Skills for life – especially the development of lifelong learning
- Sustainable living, personal finance, enterprise and employability skills

Objectives

- To give students a wide range of experiences of employment and adult life.
- To develop vocational training skills.
- To develop knowledge and understanding of the world of work through practical tasks and work experience placements.
- To develop knowledge and understanding of personal and work place safety.
- To gain qualifications.
- To develop independence skills for adult life, including cooking basic meals, laundry and clothing care skills and household domestic skills.
- To develop independent travel skills and confidence in the community.
- To develop money management, budgeting and personal shopping skills.
- To develop personal online safety.
- To develop personal health and wellbeing, including sex and relationships, emotional counselling

Content and progression

The Skills for Employability and Independence course offers students the ability to develop and advance their work related learning and practical skills through vocational training in the areas of;

- Domestics / Catering
- Gardening, DIY, Hazard Awareness,
- Sports Industry
- Data Input, Reception work and Office Admin Skills.

Students, work toward core units in Skills for Employment, Training and Personal Development. They gain knowledge and understanding of Health and Safety and Food Safety in the workplace.

Students also work on Personal Vocational Profiles, Employability Skills, Maths, English, ICT, SDRE, Work Experience Preparation, Work Experience and Pre-Supported Internship Placements, PSHE, Life Skills, Enterprise, Sports, Leisure and Creative Arts to give them a broad and balanced offer and prepare them for adult life beyond Redwood.

The Employability and Independence curriculum is delivered with reference to EHCP outcomes and annual review targets where appropriate.

Key skills are incorporated throughout the lessons and progress is recorded through assessment trackers, skill sheets and REEC core unit booklets.

	Yr 1 T 1	Yr 1 T 2	Yr 1 T 3	Yr 2 T 1	Yr 2 T 2	Yr 2 T 3
English Functional and formal skills	Formal and informal Writing Skills for employment Job Seeking skills	Communication and Reading for employability and independent living Group and Teamwork communication skills Reading comprehension Teamwork communication skills Skills used in reading for meaning	Speaking and listening for independent living	Communication for employment Assertive and decision making skills	Improving English Skills Grammar and punctuation in practical use Improving own Learning	Reading for Pleasure and Independent living.
Maths Functional and formal skills	Measuring skills for employment and independent living	Measuring skills for employment and independent living Measure weight	Measuring skills for employment and independent living	Developing time skills for employment and independent living Time	Developing time skills for employment and independent living	Developing number skills for employability and independent living

	Measure and estimate distance and length	Measure capacity and temperature				
ICT Functional and formal skills	E-safety and the internet Developing skill in presentation, animation PowerPoint slideshows Presentation Software	Developing skills using Excel, spreadsheets and graphs Spreadsheet Software	Developing newsletter skills, Formatting images and Desk Top Publishing	Developing skills in writing letters, memos and application forms Word Processing	Developing skills in record keeping, creating queries and reports	Preparing for exams Functional Skills and fun with ICT
PSHE	Hygiene, personal presentation and dental Hygiene	Healthy Eating, exercise and personal health	Alcohol, smoking and drugs Substance abuse	Sex education /contraception / STI Child sex exploitation	Emotions, Self-expression and advocacy	Democracy, Rights and responsibility, Human rights
Life skills	Social and Communication	Independent Living	Community	Social and Communication	Independent Living	Community

Leisure and sports options are offered two afternoons each week. Students have the opportunity to choose from the following

- The Arts – Drama, film making and music.
- Media – publishing, newsletter and BBC school reports
- Gym
- Swimming
- Sports partnership award
- Enterprise

Vocational Training /Employability

Catering and Domestics	Gardening, DIY and Hazard Awareness	Sports Industry	Office, Receptions and Data Input
<ul style="list-style-type: none">• Knife skills• Food preparation• Food storage• Making and serving meals• Food hygiene• Ironing and steam press• Bed making• Floor, window and worktop cleaning• COSH regulations	<ul style="list-style-type: none">• Using manual hand tools• Using power tools.• Lifting and carrying.• Gardening techniques – cutting grass, clearing weeds and cutting shrubs and bushes.• Basic DIY techniques	<ul style="list-style-type: none">• Develop knowledge about the body.• Jobs in the sports industry.• Fitness programmes for a healthy life.• Outdoor activities.• Sporting activities and knowledge of rule.• Sports leadership• Work as a team	<ul style="list-style-type: none">• Answering phone• Greeting visitors• Photocopying• shredding• Laminating• scanning• Filing alphabetical and numerical• Work processing• Data input to database and spreadsheet.• Emailing skills

The skills are taught over four rotations in year 12 and two rotations in year 13. The students are given the experience of all four areas of work in their first year but with support select two areas they wish to progress further in. The aim of the Vocational Training is to give students an experience of completing real work tasks in these areas and the expectations an employer would have of them.

Work Experience and Pre-Supported Internship Placements

Year 12 students complete a term of work preparation, where they develop an understanding of their interests, strengths and weaknesses to determine what jobs may be suitable for them. The take part in mock interviews, fill in application forms and learn about their rights and responsibilities in the work place.

Students secure places with local business, attending one day each week. The students receive support from REEC staff to begin with and once settled in their role will be visited on a regular basis.

Year 13 students complete three placements on the Pre-Supported Internship. They are based at Rochdale Town Hall and with support from the job coaches carry out placements at the local authority offices and businesses within the town centre.

Independent Travel Programme

The programme is delivered by two trained travel facilitators. Students are selected by formal assessment for the programme and will work on a 1:1basis with the facilitator. The programme covers road safety, stranger danger, appropriate behaviour and use of mobile /public telephones. Students are continually assessed

to determine their competence and confidence. The programme teaches students the skills they require to travel taught routes independently on public transport. Taught routes include to and from REEC from their home, to and from work placements, the Supported Internship programme bases and Sports facilities.

Teaching and Learning approaches

The Skills for Employability and Independence course is taught in small groups. Skills are taught with a variety of theory and practical tasks. Students access the curriculum on a twelve week carousel or termly basis to ensure they access all areas of the curriculum.

Where possible real working experiences, are offered to the students to teach them practical skills for employment and for adult life. Outside agencies and companies are encouraged to inspire and motivate students. External providers discuss CEIAG opportunities such as apprenticeships.

The Skills for Employability and Independence course gives students the opportunity to achieve at their full potential whilst preparing them for adult and working life. The students learn about safety in the workplace and keeping themselves safe and healthy, whilst taking part in fun, informative sessions.

Inclusion

Inclusion is ensured through differentiation and suitable support within the classroom and a range of activities that appeal to the full range of learning styles (VAK). The curriculum and accreditation opportunities acknowledge the diverse range of students' needs and abilities from EL2 - Level 1. Students working towards the Supported Internship route are encouraged to take part in all areas of the curriculum. Where this is not possible students can access be-spoke programmes tailored to support their individual needs.

Pupil groups and staffing

Students are taught in small groups with further differentiation within the group as required. The majority of groups are supported by a teacher and a Teaching Assistant.

Subject /Area:	Coordinator responsible:	Other staff:
The Skills for Employability and Independence Course	Fran Woods – Teacher and REEC Manager	Nigel Ainsworth-Barnes – Teacher Dave Willmore – Teacher Louise Walton – HLTA Jodie Dyer – HLTA Alison Nish - TA Aimee Rush – TA (2.5 Days) Nicola Parkinson – TA

Active Learning and Engagement

Active learning and engagement plays an important part of the curriculum at REEC. Students participate in a variety of practical lessons, such as Gardening, Office Skills, Sports industry and Catering as well as the core subject's ICT, Maths, English and PSHE. The Tutor time and Life Skills lessons are planned in such a way as to meet students' individual EHCP outcomes and develop their skills in becoming more independent in a wide range of targeted key areas. Within any lesson, all students have differentiated tasks that promote active learning and engagement. For example, this could be through the use of skills such as domestics, using step ladders safely, through to being taught the skills to enable them to apply for their own bank account. Students are given opportunities, where appropriate, to 'lead' groups and cascade their skills to their peers.

The Duke of Edinburgh Awards sessions allow students to develop confidence and resilience, whilst working on volunteer programmes in the local community, developing new skills and participating in outdoor expeditions. Students will have the opportunity to progress through the Bronze, Silver and Gold awards.

The vocational education lessons follow a carousel system where groups of students access the four areas on a rotation. Each student will learn a range of skills that follow a set of key skills that are assessed throughout the rotation and through the vocational profile booklet. These end scores are used to identify areas of strength and development for each individual.

Strategies are implemented across the curriculum to ensure that all students are accessing learning at an appropriate level that both consolidates and challenges. These range from shorter tasks in lessons where students complete one task prior to beginning another to setting outcomes that students can work on independently. Individual learning styles are an integral part of the teaching and learning across the curriculum. These styles are recognised through the use of activities that enable students to engage with their learning outcomes and to progress to an expected level, if not above. Wherever possible, students participate in practically based lessons to develop skills safely and in an appropriate manner that suits their own way of learning. These activities develop collaborative skills both with peers and staff, engagement with the content of the lessons and encourages participation, this guiding benefits the cohort of students at REEC in preparation for employability and adulthood.

Achievement and Communal Worship

At REEC, we have weekly achievement sessions. Students and staff have the opportunity to celebrate, achievements and progress from the pre-selected achiever of the week is recognised for their outstanding behaviour, work or endeavour throughout the week. They are awarded a certificate and the 'Achiever of the Week' trophy and their photo is displayed in reception.

Staff award house points to students who have completed work above their expected level, behaved in an outstanding manner or made progress in any of the Redwood or British values.

The student's council have the opportunity to feedback information discussed in student's council meetings. Students are given the opportunity to discuss events from the week.

As a whole community, students and staff celebrate our unique diversity, by recognising multi-cultural festivals and religions holidays.

Assessment and recording

Students work from Entry level 2 to Level 2, including GCSE. They complete units in Work Preparation, PSHE, Vocational Training, English, Maths and ICT. Students have the opportunity to work towards and complete industry standard qualifications such as, Manual Handling, Food Hygiene, First Aid and Health and Safety in the Workplace. Students will also be undertaking BTEC 'Vocational Qualifications.

Baselining is completed at the start of each module, with further assessments at the mid-term and end point. Student self-evaluation and in-depth teacher marking alongside these assessments allow for triangulation of individual progress.

Achievements are recorded on individual skills sheets throughout the course for Vocational Training sessions, in Earwig and bespoke tracking software for Maths, English and other subjects as progress is made.

Monitoring and evaluation

Monitoring is undertaken by Fran Woods to ensure relevant modules / units are being completed to a high standard and in a timely manner. Frequent informal evaluation and feedback takes place to inform planning and to ensure student progress. A curriculum audits takes place yearly to ensure the offer is robust and appropriate; developments are made to the curriculum to meet the ever changing requirements of the students.

Formal evaluation and monitoring of accredited units takes place regularly through internal and external moderation meetings and support meetings (when available). A tracker is completed to predict units the students should complete at the start and updated to show progress upon completion on a termly basis.

Students have individual folders for accreditation units and assessment profiles for vocational training targets. Targets are monitored using SIMS, Earwig, skill-sheet tracker and the accreditation tracker. Achievement of EHSC Outcomes are monitored and evaluated in weekly Tutor sessions to ensure students are developing lifelong independent skills

Students complete self-evaluation assessments at the start and end of each Vocational training rotation. Baseline, mid-term and end term assessment are carried out in all lessons to determine progress made. Students practical tasks are written in detailed observations and written tasks undergo twice termly in-depth marking.

Parents and Carers receive termly reports and have the opportunity to meet with staff in parent's evenings in the autumn and summer terms. EHCP's are reviewed annually in a multi-agency meeting to ensure impartial advice is available.

Staff attend weekly evaluation meetings and training sessions to ensure their skills are current. Twilight training sessions are carried out on a half termly basis, external courses are made available and peer observations and reviews take place to share good practice and cascade information.