

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 well-being of their families, the communities to which they belong, wider society, businesses and the economy.

The main aims of the skills for Employability and Independence course is that students will develop a positive attitude to employment, independence, transition and their future. It also promotes 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. Students will 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.

Opportunities will be provided that 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 knowledge and understanding of 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, Data Input, reception work and Office Admin Skills.

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, Duke of Edinburgh, PSED, Fundamental Life Skills, Physical Development, Princes' Trust, BTECs (specialist work-related qualifications) and year thirteen students work on Industry standard qualifications in areas such as, Moving and Handling, COSHH, First Aid, Health and Safety and Food Hygiene 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 Earwig, tracking data and examinations aimed at the appropriate level for individual students.

	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	Communication and Reading for employability and independent living	Speaking and listening for independent living	Communication for employment	Improving English Skills	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	Measuring skills for employment and independent living	Developing time skills for employment and independent living	Developing time skills for employment and independent living	Developing number skills for employability and independent living
ICT Functional and formal skills	E-safety and the internet Developing skills in presentation, animation and PowerPoint slideshows	Developing skills using Excel, spreadsheets and graphs	Developing newsletter skills, Formatting images and	Developing skills in writing letters, memos and application forms	Developing skills in record keeping, creating queries and reports	Preparing for exams Functional Skills and fun with ICT
PSED Fundamental Life Skills	Domestics	Hazards at Home Hazards in the wider world	Going shopping	Where to go for Leisure	Where to go for support	Basic First Aid

	<p>HT1 - About me, Respect for Race, Culture and Religion</p> <p>HT2 - Antisocial behaviour Radicalization</p> <p>Planning My Future Life</p> <p>Stress and Anxiety</p> <p>Factories and Manufacturing</p>	<p>HT3 - Democracy</p> <p>HT4 – FGM, Grooming CSE, Forced marriage</p> <p>Employment Rights and Responsibilities</p> <p>Financial Choices</p> <p>Labouring and Construction</p>	<p>HT5 – LGBTQ+</p> <p>HT6 – Our World, Climate change and Pollution</p> <p>Bullying, Abuse and Discrimination</p> <p>Relaxation and Sleep</p> <p>Retail and Hospitality</p>	<p>Drugs, Alcohol and Tobacco</p> <p>Sexual Health</p> <p>Parenthood and Contraception</p>	<p>Media Literacy and Digital Resilience</p> <p>Public Transport</p> <p>Public Services</p>	<p>Community and Enterprise</p> <p>First Aid and CPR</p> <p>Other Services</p>
Princes' Trust	Planning for personal development	Preparation for a healthy lifestyle	Undertaking an enterprise project	Inter-personal and self-management	Sex, contraception and relationships	<p>Community project.</p> <p>Practising leadership skills</p>

BTEC

Students will work towards the BTEC Awards from Entry level 1 up to Level 1 in Vocational Education, through vocational training sessions. The purpose of the BTEC qualifications is to develop the transferable skills, attributes and behaviours needed for students to progress ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

We intend for every student to have the opportunity to develop key transferable skills through core units listed below. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying.

Catering and Domestic	Gardening, DIY and Hazard Awareness	Office, Reception and Data Input	Sports and health
<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"> • Answering phone • Greeting visitors • Photocopying • shredding • Laminating • scanning • Filing alphabetical and numerical • Work processing • Data input to database and spreadsheet. • Emailing skills 	<ul style="list-style-type: none"> • Teamwork • To develop understanding of game rules. • Develop skills for sport. • Develop Reflection on own performance • Evaluate own strengths and weaknesses • Understand components of fitness • Understanding the human body. • Developing fitness plans • Understanding principles of training with facilities and equipment. • Understanding principles of training without facilities and equipment.

Physical Development

All students will have access to two sessions each week to develop fitness and physical skills. Activities will include Ball games, Circuit training, Yoga, Walking and Exercise sessions. PE sessions will be at REEC and out in our local community.

Duke of Edinburgh Awards

The Duke of Edinburgh's Award programmes are at three progressive levels which, if successfully completed, lead to a Bronze, Silver, or Gold Duke of Edinburgh's Award.

With assistance from staff, participants select and set objectives in each of the following areas:

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for, and completion of an adventurous journey in the UK or abroad.

To achieve an award, the participant must work on each section for a minimum period of time, and must be monitored and assessed by someone with knowledge of the chosen activities. Each progressive level demands more time and commitment from participants: Bronze 3–6 months; Silver: 6–9 months; Gold: 12–18 months. Participants are required to show regular activity and commitment to the award for the duration of their DofE programme, which is usually at least one hour per week, students will take part in three sessions each week.

Work Experience and Pre-Supported Internship Placements

(Preparation for Adulthood)

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. They 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 one of the two internship hubs, either at the local infirmary or at Rochdale football club and, with support from the job coaches, carry out placements at local businesses within the town.

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 1:1 basis 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 and to the Supported Internship programme bases.

Student 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 Barnes – Teacher Dave Willmore – Teacher Louise Walton – HLTA Jodie Dyer – TA4 and Careers support Alison Nish – TA Sara Ali Laljee – TA Nicola Parkinson – TA Aimee Rush - TA

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, which aims to develop independent learning wherever possible.

Functional Skills are an integral part of the curriculum, 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.

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.

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. 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 EL1 - 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 bespoke programmes tailored to support their individual needs.

Assessment and recording

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, in SIMs and bespoke tracking software for Maths, English and other subjects as progress is made. Earwig is used to demonstrate progress towards EHCP Outcomes.

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 and the accreditation tracker. Achievement of EHCP Outcomes are monitored and evaluated 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.

Achievement and Communal Worship

At REEC, we have weekly achievement sessions. Students and staff have the opportunity to celebrate student achievements and progress. An achiever of the week is chosen and 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.