**Intent**

We want all the young people in Belvue school to have meaningful experiences that are appropriate for their ability level related to their pathway to adulthood and more specifically to their future in working and employment, whichever form this has. They will apply their own understanding of their qualities and skills to the ones needed for different jobs and careers in their closer and wider community. We want our pupils to become critic and curious individuals that are able to realistically look into their future and opportunities for adulthood and employment. As a school community we will support our pupils to build on their understanding and confidence gained through exploration and practical work in school and local areas.



Work Related Learning



Work Related Learning

**Overview**

Work-related learning has an important contribution to make to the education of all our students in order for them to make an effective transition from the school to adulthood and employment.

Work Related Learning is taught once a week for 45 minutes within KS3 and KS4, it creates links with key partners that include Connexions, Dynamic Training, NHS Trust, and many others. The school and consultant also run workshops in school to support particularly learners in Year 9 and KS4/5 make informed decisions about their future.

It provides the students with the opportunity to be reflective and build self- awareness, with the aim to guide them through understanding and expressing key information about themselves and the aspirations they may have for their futures. This is done through populating their transition plan document; which the student then uses to support them in voicing their views within their Annual Review meeting.

They will learn about their local community and how to connect with it through leisure, faith and work. WRL helps them to recognise their achievements and potential through building their Record of Achievements, creating a picture of their progress, achievements, awards, best work and memories of their journey through Belvue.

In Year 11 all young people have a minimum of at least two guidance interviews with the consultant to support them in making an informed decision for their Post 16 education.

Work experience is organised within Post 16 to give a purposeful and planned opportunity for young people to develop vocational and employability skills in a realistic working environment. Work experience is also provided to enhance learners understanding of the expectations of the world of work.

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| KS4 | Autumn 1 | Spring 1 | Summer 1 |
| **Cycle 1** | **Name and describe different job roles** | **Skills and personal qualities for different Jobs** | **Writing a CV** |
| Overview | *For KS4, students will also be expected to start the year by reviewing their transition document, in order to make sure they have applied previous experiences and learning in the form of their hopes, expectations, etc. For most students this will take place in Autumn term, however, those in year 10 that require longer, this can be carried to Spring Term as well.*  *This work should be taken as part of the Annual review for Year 11, as it is a transition year and it will be directly linked to the transition interview that all students in year 11 will have with an external agency in order to better identify their future path in the form of courses available that support their ambitions for their future employment and careers.*  The teacher will encourage the students to look beyond the obvious choices of firefighter and policeman or doctor to other roles where they can flourish as individuals in the work place. This topic will be intrinsically working with skills and qualities, enabling them to better understand and describe the different roles.  They will have the opportunity to look at different fields, from health to education and catering.  This topic will be supported by the previous learning in KS3 and will look at further understanding of the jobs as a reality, including courses available to get there. Which will be linked with the Spring term topic.  Careers Enterprise work experience activities and encounters. | This topic will be a very close continuation to the one of the previous term, allowing the students to have a clearer understanding of what they would need to do and work on in order for them to have a specific job.  During this term, the students will be asked to identify and match a number of skills and qualities to different roles.  Depending on the students, they will explore this using photos, symbols, word cards, etc.  Possible visits would include: | Following on from the previous terms, at this point the students will have an understanding of their own skills and qualities, as well as those needed for different roles.  Based on this, they will have the opportunity to use google or a dictionary to write a definition of what is a CV  To look at examples of CVs  List and describe the information they may find on a CV e.g name, date of birth, skills and personal qualities, school/college they attend, qualifications and achievements, work experience, reference  State why a CV might be used when applying for a job  Identify why a reference is needed in a CV  Using a template provided by the teacher, they will plan, draft and produce their own CV using a laptop or depending on the student, using a range of symbols to present themselves. |
| **Cycle 2** | **Communication in the workplace** | **Develop my leadership and teamwork skills** | **Completing a job application form** |
| Overview | ***For KS4, students will also be expected to start the year by reviewing their transition document, in order to make sure they have applied previous experiences and learning in the form of their hopes, expectations, etc. For most students this will take place in Autumn term, however, those in year 10 that require longer, this can be carried over to Spring Term as well.***  ***This work should be taken as part of the Annual review for Year 11, as it is a transition year and it will be directly linked to the transition interview that all students in year 11 will have with an external agency in order to better identify their future path in the form of courses available that support their ambitions for their future employment and careers.***  Throughout this term, the students will have the opportunity to first understand the importance of communication, regardless of where and then more specifically in the work place.  They will then explore different ways of communicating, verbal, non-verbal and in writing.  The lessons will provide the opportunity to role play in groups and pairs, having to defend a position in a specific scenario that can be found in the work place.  For those students who are non-verbal, it is adamant that they are aware of the importance to develop other augmentative communication methods, such as Makaton and symbols, so that they are confident in their own skills. | This term, the focus will be on work groups. The students will be asked to take active part in different groups, being assigned different roles in within them. The emphasis of this is in the understanding and development of:  Work hard  Listen to the others  Communicate their desires  Make the final decisions  Encourage the others in their tasks  Maintain a positive attitude; and  Take responsibility for the outcome of the project.  This projects, will take the form of games for some students, from lego (similar to lego therapy) to strategy games. Other students will be immersed in different role plays more workplace based. | Since at this point all students will have a clear understanding of skills and qualities, this term will be all about how to put it in writing and the mastery of “selling yourself” for a specific job.  They will be supported to do this by the previous experience on how to write a CV, being able to clearly cover the mandatory personal information, experience and training. From this, they will then be supported to develop specific statement to support their application.  The range of resources utilised for this topic will range from laptops to symbols. |



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