Long Term/Curriculum Plan

School: Crosshill School

Subject: KS5 Explore - Employability

Curriculum Planning
at Oak Learning Partnership

Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.

- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.

- Each year group/pathway individually broken down with unit overviews.

- Details around prior learning required.

- Clear end points and assessment information.

- Adaptations and key concepts mapped out.

Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.

7 Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Kelly Smith - Post 16 Lead
School Intent	Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: **Inspire, Explore and Discover.** Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will: • **Know themselves** • **Possess functional skills** • **Be independent** • **Be good communicators** • **Be curious learners** • **Be prepared for adulthood** The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.
Subject Intent	The intent of the Employability curriculum is to equip learners with the knowledge, skills, and confidence needed to engage in the world of work. Through a carefully sequenced and practical programme, learners explore career interests, reflect on their personal strengths and areas for development, and gain real-life experience of workplace environments. The curriculum supports learners to communicate effectively, solve problems, work as part of a team, and prepare for interviews and employment. By the end of the course, each learner will have a vocational profile, CV, and a clearer understanding of their next steps into further education, training, or employment, with the aim of developing independence, aspiration, and a meaningful pathway for adult life.

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| Curriculum support and linked documents | • Open Awards Employability and Vocational Qualifications
• ASDAN Short Course: Careers and Experiencing Work
• Preparation for Adulthood (PfA) Pathways
• Gatsby Benchmarks | Year 12 (Cycle A) | ASDAN Short Course – Careers and experiencing work |
| | | Year 13 (Cycle B) | Open Awards – Award in employability and professional development |

Number of Allocated hours – 1 x 45 minute lesson per week	
Year 12 / Cycle A	**Year 13 / Cycle B**
Topic: Self Development	**Topic:** Using communication skills in the workplace
Knowledge: • Know different types of workplaces • Understand that people have different interests and may enjoy different kinds of work. • Know what skills and personal qualities are (e.g. being friendly, being on time, good at using hands, listening well). • Understand that everyone has things they are good at and things they can improve. • Understand that some tasks or situations can feel difficult and that this is normal. • Know what an action plan is and why it helps people set goals for the future.	**Knowledge:** • Understand what communication skills are and why they are important in the workplace. • Know the different types of communication used in work settings. • Recognise that communication needs may vary depending on the job role and workplace environment. • Understand that improving communication skills can help them work better with others and complete tasks more effectively. • Know how to identify their own communication strengths and areas for improvement.
Skills: • Identify at least two workplaces or job roles that interest them, using photos, symbols, or discussion. • Describe or select personal qualities and skills they are confident in • Identify one or more skills they would like to get better at. • Recognise a situation or task they find challenging • Begin to talk about how they might overcome challenges with support. • Complete a simple personal action plan with support, including what they are good at, what they want to improve, and a future goal.	**Skills:** • Identify tasks within a workplace that require the use of communication skills • Describe how they currently use communication skills in a work or placement setting. • Identify at least one communication skill they want to develop further and set a target for improvement within a personal action plan. • Participate in activities designed to develop communication skills relevant to the workplace, with appropriate support.
Topic: Careers Exploration	**Topic:** Preparing for and taking part in an interview
Knowledge:	**Knowledge:**

Autumn A

Autumn

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• Understand what a career is and know that people can work in many different types of jobs. • Know that there are different options available after Post-16 education, including college, training, supported internships, and employment. • Recognise that there are people and services who can offer support with careers, such as careers advisers, college staff, and job coaches. • Understand that different jobs may require specific skills, interests, or qualifications. • Know that there are college courses or training programmes linked to different job roles.	• Understand what a job interview is and why it is important in the job application process. • Know how to prepare for an interview, including appropriate dress and punctuality. • Recognise how to find out about interview opportunities (e.g. applying, being invited). • Know typical questions an interviewer might ask during a job interview. • Understand the importance of good behaviour and communication during an interview.
Skills: • Identify at least one job role that interests them, using pictures, videos, or real-life experiences. • Reflect on an encounter with a careers-related service or support (e.g. college visit, job coach, careers event) and say what they learned. • Express a preference for a job or career and give a reason why they are interested in it. • Begin to assess whether a chosen job matches their interests, strengths, and needs. • Identify at least one relevant college course or training pathway that supports their career goal.	**Skills:** • Identify suitable clothing and presentation for a job interview. • Describe or demonstrate how to prepare for an interview • Identify at least one question an interviewer might ask • State two pieces of information about themselves that they could share in an interview. • Demonstrate appropriate behaviour and responses during a mock or real interview situation, including answering at least one question. • Reflect on what went well and what could be improved following an interview or practice interview.

Spring A

Topic: Preparing for the workplace	**Topic:** Dealing with problems at work
Knowledge: • Understand what work experience is and why it is important for learning about jobs and gaining new skills. • Know that different workplaces offer different types of work experience opportunities.	**Knowledge:** • Understand that problems can sometimes happen in the workplace. • Know the types of common workplace problems (e.g. confusion about tasks, disagreements, being late, feeling unwell). • Recognise that it is okay to ask for help when something goes wrong at work.

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• Recognise that people have preferences and interests when choosing a work placement. • Understand that researching and finding out about a company or organisation helps them prepare for work experience. • Know that they may need to contact an organisation to ask about or apply for a placement.	• Know who they can go to for support at work (e.g. supervisor, mentor, colleague). • Understand that there may be different ways to solve a problem and that working together can help find a solution.
Skills: • Talk about the purpose of work experience and say how it could help them in the future. • Express a preference for one or more types of work experience placements • Identify at least two places in the local area where they would like to complete work experience. • Use basic research skills to find out more about an organisation of interest. • Communicate a request for work experience, verbally or in writing, with support • Begin to understand how to apply for a placement with help, either by filling out a simple form, writing an email, or practising what to say in person.	**Skills:** • Identify when a problem has occurred and explain, in their own words or with support, how the problem affects them. • Identify two possible actions they could take when a problem arises • Identify two people in the workplace who could help solve the problem. • Take part in a supported activity to solve a problem in a real or simulated workplace situation. • Contribute to finding and suggesting a solution that helps resolve the issue.
Topic: Vocational profiling	**Topic:** Participation in team activities
Knowledge: • Understand what a vocational profile is and know how it can support future work experience, employment, or adult provision opportunities. • Know what personal details are included in a vocational profile • Understand that people choose work for different reasons, such as earning money, meeting others, or doing something they enjoy.	**Knowledge:** • Understand what a team is and recognise why teamwork is important in many workplace settings. • Know at least two reasons why teamwork may be necessary • Recognise who is in their team and understand that each person may have a specific role or responsibility. • Know that being respectful and cooperative helps a team work well.

Spring B

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	• Recognise that different working environments suit different people, and it is important to feel comfortable and safe. • Know that hobbies, interests, skills, and personal qualities can be linked to job roles. • Understand that some individuals may have personal needs or adjustments that an employer should consider.	• Understand that reviewing how a team worked can help improve future performance.
	Skills: • Contribute to creating their own vocational profile, including personal information and details about their preferences. • Identify at least one reason why they would like to work • Identify and describe environments where they feel comfortable • State their hobbies and interests and explain how these might relate to work (e.g. enjoying animals → interest in pet care). • Identify key skills and personal qualities they have • Express any personal needs or adjustments they would like an employer to be aware of • Present their completed vocational profile in a format appropriate to their level of communication	**Skills:** • Identify and name at least two members of their team. • List the roles and responsibilities of at least two people in their team. • State their own role in a team activity or task. • Interact appropriately with team members, showing respect, cooperation, and willingness to contribute. • Take part in a task or activity as part of a team. • Reflect on their team's performance by stating what went well and what could be improved. • Identify at least one way they could improve their own teamwork in future.
Summer A	**Topic:** Being at work	**Topic:** Writing a CV
	Knowledge: • Understand what it means to take part in work experience or volunteering and know that it is a way to learn about work. • Know that different people in the workplace have different roles and responsibilities, and some support others to succeed. • Understand that workplaces have routines, expectations, and ways of operating (e.g. start times, dress codes, supervision).	**Knowledge:** • Understand what a curriculum vitae (CV) is and its purpose in applying for jobs, work experience, or college. • Know when a CV might be needed (e.g. applying for a job, attending an interview, sharing with a careers adviser). • Recognise the type of personal information that is included in a CV, such as name, interests, skills, experience, and education.

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• Know that reflecting on what went well and what was challenging can help them improve in future placements. • Recognise that employability skills are developed through real experiences. • Understand the value of setting personal targets to improve or build confidence for future work or training opportunities.	
Skills: • Reflect on their own work experience or volunteering placement, with prompts or support as needed. • Identify people they worked with and describe how they received support or guidance. • Describe at least one skill or quality they developed or improved during the placement • Talk about how the workplace was organised • Identify both positive and negative aspects of the job or environment • Recognise the employability skills they used or developed during the placement. • Review targets set at the beginning of the year and evaluate whether they were met. • Set new or ongoing personal targets for their next steps in education, employment, or training.	**Skills:** • State what a CV is and explain its use in a work-related context. • Identify key personal information suitable for a CV, such as hobbies, achievements, and preferred types of work. • Enter relevant information into a CV template with guidance or support. • Prepare a simple, personalised CV to use when applying for work experience, college, or employment opportunities.

	Topic: Preparing for next year	**Topic: Preparation for next year**
Summer B	**Knowledge:** • Understand the purpose of setting and reviewing personal targets as part of their learning and career development. • Know that reflecting on progress can help them recognise what they have achieved and what they still want to work on.	**Knowledge:** • Understand the importance of reviewing their progress over the year in relation to personal targets. • Know how to reflect on what has gone well and what areas still need development.

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• Recognise that expressing hopes and goals for the future can support motivation and planning. • Understand what a personal progress file is and how it can be used to show achievements and next steps.	• Recognise the value of setting new targets and goals when preparing for a new learning or work environment. • Understand what information should be updated in personal progress files and vocational profiles to support transitions to new settings.
Skills: • Reflect on the personal targets they set earlier in the year and state whether they have been achieved. • Identify at least one thing that went well this year and one area they would like to improve. • Express their hopes or goals for the next academic year • Set new personal targets that relate to their future learning, training, or career development. • Update their personal progress file with relevant information, such as completed work, feedback, photos, or certificates.	**Skills:** • Reflect on the targets they set earlier in the year and state whether or not they have been achieved. • Identify personal successes and areas for improvement from the current academic year. • Express their hopes or goals for the next stage of learning, work, or training. • Set realistic and meaningful targets for the upcoming academic year or provision. • Update their personal progress files and vocational profiles with relevant achievements, preferences, and support needs to support their transition to a new setting.

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