**PfA Employment**

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| **Key Stage** | **Pathway** | **Topics** | **Description***(Consider the key areas of Aspirations for work, Development of work skills, Workplace experience)* | **Key Stage End Point (KSEP)** |
| KS1&2 | 1 | - Me and My School- Jobs in My Class- Being a Friend- Jobs in My School- Listen and Do- My Favourite Things | I can recognise and name myself and my peers. I can communicate about myself i.e. likes and dislikes. I can identify as being part of a class and the wider school community. I can show an awareness of my immediate learning environment. I can take part in classroom chores. I am beginning to develop early employment skills. I can develop friendships with support. I can recognise some key characteristics of friendships. I can begin to maintain friendships with support. I can share positive and life-enriching experiences with my peers. I can demonstrate an awareness of key job roles within school. I can complete simple tasks that support the roles of others in school with support. I can follow clear and concise requests that are directed at me. I can show an awareness of and follow simple rules. I can show my preferences and indicate a favourite choice.  | Age 11 |
| KS1&2 | 2 | - Team Enterprise- Mini Enterprise Project- Developing a Hobby- Work Skills- Running a Stall- A Recycling Project- Working Safely in the Kitchen- Planning a Party | I can plan, design and make an item to sell on a stall, with support. I can name different jobs both in and out of school. I can explain what a hobby is. I can tell you what my hobbies are and share information about them. I can set up and run a stall and I am able to contribute my ideas. I can sign or speak hello and thank you to customers. I can communicate the cost of an item to a customer and accept their money in exchange for the item. I know which items can be recycled and I put my rubbish in the bin. I am able to encourage others to recycle by promoting with posters or flyers etc. I am beginning to understand some of the reasons why people have jobs. I try to join in with a range of activities and I can show pictures and answer simple questions. I follow basic food hygiene principles in the kitchen. I use simple equipment appropriately and safely. I can write or draw a shopping list and I can go to the shop and buy items, with support. I can contribute ideas to the development of a party.  | Age 11 |
| KS1&2 | 3 | - Fundraising Project- E-Safety- What Do I Want to Be?- Meeting Role Models | I can contribute ideas and listen to other people when I’m working in a group. I can accept roles and responsibilities, with some support. I understand why raising money is important for a charity and that the more money you can raise the better it will be for the charity. I begin to develop an understanding of the work particular charities do, and who they support. I have begun to develop a social conscience. I am aware of age ratings and appropriate content. I know what to do if I am concerned about content or communication I receive. I know that I must keep my personal data secure to keep myself safe. I know that I should demonstrate appropriate behaviours when I am online. I’m starting to think about the future and what it might look like. I can name something that I might like to do as a job in the future and I know that one day I will need to do things for myself rather than relying on grown-ups. I am aware of my own skills and talents and how I could transfer these to a job one day. I can name some people I know at school and in my family who have jobs and I understand what some of those jobs involve. I know that people go to work to earn money so that they can pay for the things they need. I can discuss people I have met or that are in the media who demonstrate goals, aspirations and qualities I admire.  | Age 11 |
| KS3 | 1 | - Interests, Aspirations and Goals- What Do I Want To Be?- Adapting to New Environments- Following Instructions- Real World (Role) Play- Real World Employment Visits and Meeting Role Models- My Skills ‘Compare and Contrast’- Skills and Qualities for the World of Work- Jobs in My Community | I can adapt to my new environments with some support and react appropriately to them. With support I can become familiar with new routines and follow them. I can identify my likes and dislikes and share these with a familiar person. I can communicate things I am good at and some things I want to achieve in life. I can identify some goals to work towards and I know some steps towards achieving them. I can follow a simple set of instructions and act upon them without support. I can recall a variety of jobs that are done in the community. I can participate in visiting a variety of workplaces in my local community. I can identify jobs that relate to my own interests and skills. I know what my strengths and weaknesses are. I have a willingness to try new skills and develop my existing skills. I can respond appropriately to rewards/praise and sanctions and understand them. With support, I can identify personal qualities that are needed in the workplace. I can demonstrate that I can be responsible when carrying out a variety of work based tasks. With support I know what a role model is and I can identify a role model who can demonstrate positive qualities within the workplace.  | Age 14 |
| KS3 | 2 | - Interests, Aspirations and Goals- What Do I Want To Be?- Careers Awareness - Handling Problem Situations- Fundraising Project - Real World Employment Visits and Meeting Role Models - My Strengths and Action Points- Skills and Qualities for the World of Work- Jobs in my Community | I can say what my hobbies and interests are. I can say what I want to be and know whether it is a realistic aspiration or not. I know the type of skills I need to practise to help me get there. I know what my EHCP targets are and demonstrate I am progressing towards them. I understand why people work and I understand the benefits of working hard. I understand other ways I can be part of the community, e.g. volunteering. I know how to keep safe when using the internet. I can come up with ideas for charity work and help to plan an event to raise money. I can identify what a positive role model is and I can identify my own personal role models. I can identify a place of interest for work and I can identify what I am good at. I can practise action points given to me and come up with my own. I am aware of different job sectors and I can sort jobs into which sector they belong to. I participate in a variety of skills-based activities that relate to the world of work. I can carry out jobs that develop my employment skills and I can demonstrate a positive attitude and good work ethic. I can carry out jobs in Foxwood Academy. | Age 14 |
| KS3 | 3 | - Interests, Aspirations and Goals- What Do I Want To Be?- Careers Awareness - Handling Problem Situations- Fundraising Project - Real World Employment Visits and Meeting Role Models - My Strengths and Action Points- Skills and Qualities for the World of Work- Work Experience in the Academy  | I know why I need a job and the benefits of having a job. I am aware of my strengths and interests and how these may impact on my career. I have realistic expectations of my future career in terms of formal and personal requirements. I can set and review personal development targets. I know about different jobs that people do in my community. I have visited a variety of workplaces and met role models. I know what appropriate behaviour is in a workplace. I have had the opportunity to participate in work experience in the school environment. I have the skills to deal with a situation of conflict and I can tolerate people I do not get on with. I understand the different types of employment e.g. permanent and fixed term. I can identify different reasons why people work. I understand the organisational structure within a workplace setting. I know how to search for jobs in my local community and I can plan and explain the necessary steps to obtain the job I aspire. I can demonstrate a variety of skills that would be used in different roles. I can follow instructions and handle a pressured situation when doing work experience. | Age 14 |
| 14-19 | 1 | Workplace Experience - Cafe/Sweet Treats or Vocational College Links**OCR Life and Living Skills ‘World of Work’ Entry Level 1**:N1, N2, N5 | I have a knowledge of local businesses and their purposes. I have explored different areas in the community to understand what work happens there, e.g. post office, bakery. I have an understanding of different jobs and their roles, e.g. doctor, shop assistant, police officer. I have talked to some of these people. I can identify skills that I am good at and talk about jobs which these skills support. I have participated in an appropriate workplace experience. I can identify which skills I used in different work experience placements. I can understand the incentives of work, e.g. we work to earn money, in turn buying things and improving our quality of life. I have developed my basic employability skills relating to my workplace experience, e.g. handling money, customer service skills. I have an idea of what I would like to do in the future and have some knowledge of my options. I have experienced visiting appropriate post 18 provision, e.g. college, day care. I have taken part in employability sessions at school and engaged with different employers. I have participated in a careers and employability interview and discussed my options for after school. I can follow familiar routines and carry out a daily job with minimal support, e.g. taking the register to reception. I can understand and follow rules or guidelines, e.g. safety, fire plans within my education or workplace setting.  | Age 18 |
| 14-19 | 2 | Workplace Experience - Floralands/Care Home/Sweet Treats/Adventure Service or Vocational College Links**OCR Life and Living Skills ‘World of Work’ Entry Level 2**:N6, N7, N8, N9, N10, N11 | I can carry out routine tasks of work. I am able to follow simple verbal or written instruction and recognise the purpose of instructions. I can carry out routine tasks and I can inform the appropriate person when each task is complete. I can communicate what the task is to another person. I can use correct equipment for each task and be able to store in the correct place. I can make sure the equipment is clean, appropriate and safe. I can keep my place of work free from hazards and identify hazards and remove them, e.g. spillages. I am able to use a tick list of either written instructions or symbols. I have had opportunities to visit different colleges and post 16 provisions. I can identify what I would like to do after school and express what skills I need to achieve this. I have taken part in employment sessions at school and engaged with different employers. I have participated in a careers and employability interview and discussed my options for after school. I can manage a simple CV.  I have experienced different types of work, environments and courses. I can identify what skills and qualities I would need to find employment or placement.  | Age 18 |
| 14-19 | 3 | Work Experience in the Academy or Vocational College Links**OCR Life and Living Skills ‘World of Work’ Entry Level 3:** N13, N14, N15, N17 | I can produce a professional and job specific CV that will promote my skills and experience. I can obtain and complete an application form for transitioning to college or work. I can show resilience in my efforts to find a work placement and know that when I am up against others for the same job that I may be unsuccessful. I have developed the skills to deal with rejection in a mature way. I can research my options regarding potential college or job placements. I can seek relevant support from the Local Authority to support my future employment. I present and promote myself well in an interview. I understand my strengths and interests and how to use these to choose appropriate future study and employment options. I understand my future study and employment pathway options. I am aware of the importance of my academic qualifications and how they will have an impact on my future career options. I am conscious that future employers will ask about my attendance and this could impact on my success in securing a job. I know how to demonstrate appropriate professional behaviour in various settings. I have undertaken a work experience placement either at school or in the community. I can accept constructive feedback from my line manager in a work placement setting. I am willing to try different work placements and I can show resilience even when I am asked to carry out a role that I don’t like.  | Age 16-18 |