

World of Work at Warmley Park School and College

Intent

At Warmley Park we believe that everyone has the right to work, whatever that might look like for each individual. For some students and families that can seem like an impossible dream, especially for students with profound, multiple and complex needs. However, our understanding of work is any skill which can contribute towards independent living.

As with all curriculum areas, World of Work must be personalised to meet the needs of each student. The range and breadth of activities are extensive but all are aimed at improving the possibility and probability of paid work; improving work related skills for independent living; enriching life experience.

What does World of Work look like in Early Years and Foundation Stage (EYFS)?

Implementation

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
EYFS	Self-Awareness (home environment, interests, schema)	Self-Awareness (body awareness)	Self-Awareness (family)	Self-Awareness (friends)	Self-Awareness (people who help me in school)	Self-Awareness (people who help me in the community)

At Warmley Park, World of Work begins in the Early Years and Foundation Stage (EYFS) with developing an understanding of self, relationships and people in our immediate community who help us. The EYFS provides the perfect opportunity for young students to develop a sense of self which in turn will help them be able to make choices for themselves and keep themselves safe. Reading material, role play activities and visits from selected employment sectors give students the opportunity to familiarise themselves with positive role models. In addition, students develop a sense of responsibility for their environment by responding to the “Tidy Up Song” at the end of every session.





What does World of Work look like in the Primary Stage?

Implementation

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Ks1 +2	Self awareness and self advocacy	Enterprise	Employer Encounters	Careers Week	Shared responsibilities	Communities
	Self awareness and self advocacy	Enterprise	Employer Encounters	Careers Week	Media literacy and digital resilience	Media literacy and digital resilience
	Self awareness and self advocacy	Enterprise	Employer Encounters	Careers Week	Economic wellbeing: Money	Economic wellbeing: Money
	Self awareness and self advocacy	Enterprise	Employer Encounters	Careers Week	Economic wellbeing: Aspirations, work and career	Economic wellbeing: Aspirations, work and career

Developing a sense of self remains a priority in the Primary stage. If a young person does not understand that they have thoughts and feelings of their own then they are not aware that they can make choices for themselves and impact on the world around them. Another important factor is the ability to manage your behaviour not only in school, but also in the community. Therefore trips out into the community are recognised as an important part of the curriculum and encouraged. In addition, students in Primary start to take responsibility for classroom jobs. Having a sense of responsibility supports in developing self-esteem and resilience. Work in PHSE explores the concept of aspiration and encourages students to think beyond what they are familiar with. For many of our students it is difficult to imagine and to process information at a conceptual level. For that reason employer encounters and visits to work places play an important role in widening their breadth of experience in relation to the world of work.

What does World of Work look like in the Secondary Stage?

Implementation

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
KS3+4	Vocational Profiling	Enterprise	Employer Encounter	Careers Week	Learning skills	Choices and pathways
	Vocational Profiling	Enterprise	Employer Encounter	Careers Week	The benefits of work	Financial choices
	Vocational Profiling	Enterprise	Employer Encounter	Careers Week	Different types of work	Volunteering
	Vocational Profiling	Enterprise	Employer Encounter	Careers Week	Workplace Behaviour	Media literacy and digital resilience
	Vocational Profiling	Enterprise	Employer Encounter	Careers Week	Routes into Employment	Getting a job



In the secondary stage, World of Work becomes more focused and personalised. Students begin to start “profiling” which involves building up a picture of their strengths, areas of developments, hobbies, likes and dislikes. This is built throughout their secondary journey and will enable students to view how their views can change over time and how much progress they have made in developing skills for the work place. There is also exploration of why we should work and the benefits working can bring from a financial perspective but also from a wellbeing point of view. It is at this stage that we can really raise aspirations and enable our students to believe that they have the skills and ability to get a job. To this end, it is important that they encounter a wider range of employers and employment sectors. In addition, internal work experience plays an important role in developing a sense of responsibility and accountability e.g. working in the school office, working in Warmley Welcome café, working in the school library.

What does World of Work look like in Key Stage 5

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
KS5	Internal and External Work Experience opportunities ongoing					
	Vocational Profiling	Enterprise	What Is Work? Talentino Module 1	World of Work Week	I am Ready for Work Talentino Module 4	Community Action Project
	Vocational Profiling	Enterprise	There is a Job for Me! Talentino Module 2	World of Work Week	Writing a CV	Community Action Project
	Vocational Profiling Preparation for Work PSD Entry 1,2,3 Level 1,2 Engaging with the world of work: exploring work PP WTE1	Preparation for Work PSD Entry 1,2,3 Level 1,2 Engaging with the world of work: exploring work PP WTE1 Enterprise	What should I choose? Talentino Module 3	World of Work Week	How do I get a job? Talentino Module 5	Community Action Project

In Key Stage 5, World of Work really focuses on using our skills in the local community and broadening our experiences in the wider community. We support students in accessing work placements in their areas of interest and visiting a wide range of Post 19 provisions. We work with students to really make sure we understand their passions. However, we also support students in understanding what a realistic goal is and that sometimes our work goals may not be related to our passion, but based on our skills. We endeavour to be aspirational for all students. Discussing next steps and understanding what the future could look like and the steps involved in achieving goals is an integral part of Post 16.