

ORRELL COLLEGE PATHWAY

Employability Group 2 Pathway

The Employability 2 study programme is for young people with SEND. The programme will embed all elements of the Gatsby benchmarks and provide students with knowledge and insight into employment opportunities, development of employability and independent living skills leading to a chosen career destination. Students will participate in mock interviews; industry visits; employer guest speaker talks; work shadowing and sector skills demonstrations. They will also have access to real-life work experience placements, will explore academic and vocational progression opportunities, identify, and apply for suitable independent living accommodation, manage, and maintain health appointments and engage socially at work and in their community. The aim of the programme is to utilise the students' EHCP specific objectives by identifying realistic short, medium, and long term accredited and none accredited personal success targets that are individual and reflect each students' aspirations.

Work-related learning activities are embedded throughout the Work Experience study programme. Students will participate in regular Careers Information, Advice and Guidance activities to enhance current knowledge and skills to enable them to transition into wider employment opportunities in the future. Students will undertake a one-day work experience placement within a chosen sector, be responsible for an internal enterprise job role, produce a CV, produce a personal progression plan, prepare for job interviews, attend community visits, and participate in travel training journeys and further develop an understanding of workplace codes of practice, support services available to them and how to travel safely and independently in the community.

Students will develop knowledge and skills of general day to day health management by working with expanse staff and specialist partners, participating in practical and theory sessions and community activities covering topics such as managing their own health; identifying ways to keep active and healthy; managing personal appointments; understanding relationships; understanding safe sexual relationships and knowing when to see their GP or other specialists. Students will develop their communication skills through a personalised programme, which may include the use of technology, communication aids, object of reference and signing, forming part of our Total Communication approach.

The employability curriculum has core subjects of personal and social development; employability, DofE, community learning, math; English; enterprise and work-related learning that will stretch and challenge students to develop knowledge, skills and behaviours and enable them to make informed choices and decisions that will support the transition to their planned destination for the next year and ultimately to adulthood. On completion of a successful Work Experience programme young people will make a transition towards their chosen destination including supported or independent living, further education, or a Supported Internship Programme.

Students will be taught independent living skills enabling them to make sensible informed decisions on where and how they want to live in the future. They will learn how to keep themselves safe in their home and will develop practical skills and knowledge to be able to maintain a high level of independence by understanding how to manage correspondence and bills; manage income; cooking basic meals; manage cleanliness and hygiene; manage time; being safe in the home; understanding different types of living arrangements; Planning for future living arrangements with family including accessing living arrangements that are positive and possible.

To support independence and to keep students active and safe whilst at work and in the community, students will be taught a range of topics focused on how to access and enjoy working in the community whilst demonstrating safe behaviours when in work or the community and/or online. The Work Experience programme topics include effective use of budgeting and managing money; being safe on the streets; understanding alcohol and drugs; positive behaviours for success; personal presentation at work, valued skills identified by employers; health and safety at work; individual rights and responsibilities at work; awareness of PREVENT; awareness of sexual health, hygiene and wellbeing, understanding

the criminal justice system; knowing where to go for help and how to use the emergency services; accessing adult services and knowing how to maintain positive professional relationships and positive friendships outside the College.

Some students in this pathway are continuing with their employability journey due to experiencing contextualised safeguarding concerns or changes to their identified aspirations which for some include exploring independent living. Those students who are working towards a year 2 Employability pathway will be encouraged to engage in multiple, extended work placements. By increasing the number and duration of these placements, students gain a broader range of experiences, better preparing them for a future supported internship.

Students will continue to participate on skills building that focuses on core activities within the pathway focus on employability skills, like teamwork, time management, and problem-solving, as well as personal growth areas such as self-advocacy and confidence. These experiences build a foundation that supports future progression in various work environments.

The main focus for some will be to work towards developing and applying skills that remove barriers to learning and work. Each student will maximise their engagement and overcome any personal or contextual obstacles to success.

In summary we aim to ensure that this pathway focuses on contextualised learning, personal growth, and workplace readiness, the Employability 2 Pathway empowers students to take meaningful steps toward their future aspirations.

Pathway Aim	The Employability Pathway aim is to provide students with opportunities to work in real-life work environments with the view to further developing vocational sector knowledge and skills with the aspiration of moving on to a supported internship. All placements are supported by job coaches who will teach students to become more independent and aware of workplace industry standards.
Pathway Key Objectives	The employability pathway key objectives are to offer work experience opportunities with local employers, provide students with specific sector industry knowledge that supports students to make informed choices around their future. Students will have the opportunity to develop confidence, sector skills and professional attributes recognised by employers.
Key FS Delivery Method	Students will either attend a discrete session with FS tutors, delivered with other students of the same level; 1:1 focus sessions, or they will participate in none-accredited sessions, planned, and supported by the FS tutors but delivered by the class teaching team. The tutors will incorporate employability and vocational elements of the curriculum in their 2024-2025 FS delivery.
Pathway Transition Routes	Transition pathways for each student will be determined individually via an Annual Review reflecting their levels of progress and learning. Progression routes could include supported or independent living, further education, or a Supported Internship Programme. Occasionally students who experience regression due to external personal factors can make a transition into a none-educational or work-related destination.

Curriculum Intent & Implementation

Students have access structured and organised information to facilitate understanding, enable cognitive processing and develop foundational understanding of concepts.

Students work towards understanding underlying concepts and principles and deepen understanding.

Students experience modelled and demonstrated application of knowledge in practical contexts.

Students will engage in guided activities or exercises to apply the knowledge in controlled settings

Students receive feedback on performance, to identify areas for improvement, and iterate on their approach to enable refinement of skills.	
Students practice applying knowledge independently in simulated or controlled environments linking theory and real-world application.	
Students encouraged to solve problems, make decisions, and apply knowledge to different scenarios demonstrating adaptability and critical thinking skills.	
Students engage in relevant real-world settings to apply skills in authentic, uncontrolled environments.	
Students reflect on their experience(s), identifying successes and challenges. This reflective process contributes to the continuous improvement of skills.	
Assessments, exams, or personal targets used to evaluate student's understanding and application of knowledge leading to recognition of acquired skills and accreditation where applicable.	
Employability Pathway	
The aim of the pathway is to prepare our students for paid employment by supporting them to develop the skills valued by employers, enabling them to demonstrate their value in the workplace and ultimately support students with developing confidence in their own abilities to perform successfully at work.	
To enhance the students' knowledge, skills and behaviours through a practical work-related learning curriculum delivered primarily in the workplace that focuses on enabling students to demonstrate capabilities through systematic instruction within their chosen career sector in order for them to progress into meaningful employment. Students on the pathway will continue to receive support with challenges that naturally occur during their final year as they transition out of education and into work.	
Students will either attend a discrete session with FS tutors, delivered with other students of the same level; 1:1 focus sessions, or they will participate in none-accredited sessions, planned, and supported by the FS tutors but delivered by the class teaching team. The tutors will incorporate employability and vocational elements of the curriculum in their 2024-2025 FS delivery.	
Transition pathways for each student will be determined individually via an Annual Review reflecting their levels of progress and learning. Progression routes could include paid employment, voluntary employment, Traineeship, Apprenticeship and/or supported or independent living.	
SUBJECTS	
1	Employability Skills
2	Personal Development
3	Enterprise
4	Travel Training
5	Functional Skills
6	Retail
7	Customer Service
8	Catering & Hospitality
12	British Values & PREVENT
13	Generic Pathway/Personal Pathway
14	Community Learning
15	Health and Social Care
21	Digital Capabilities
22	Sensory Exploration
24	Independent Living
25	Music
26	Geography
27	RSE
28	County Lines

29	Health and Safety
30	Introduction to Bricklaying
31	Introduction to Construction
33	Cultural and Ethnic Diversity
34	Labour Market Intelligence
38	Introduction to Marketing
40	Leisure & Tourism

Key Teaching Methodology	
Planning individual session content and delivery including support.	
1	Classroom Taught Sessions
2	Classroom Practical Sessions
3	Enterprise Activities
4	Community Activities
5	External Guest Speakers
6	Physical Activities
7	1.1 Coaching Sessions
8	Experiential Learning
9	Peer Learning
11	Self-Directed Study
12	Digital Study (Auditory/Visual/Kinaesthetic)
13	Work Experience Internal
14	Work Experience External
15	External Visits/Trips
16	Peer Mentoring
17	Problem Solving Linked to real life scenarios
18	Inquiry Based Learning (Pedagogy Approach 5)
19	Collaborative Learning (Pedagogy Approach 2)
20	Reflective Learning (Pedagogy Approach 3)
21	Constructive Learning (Pedagogy Approach 1)
22	Integrative Learning (Pedagogy Approach 4)

Key Assessment Methodology (Accredited Options)	
1	Duke of Edinburgh (Urban expedition focused identified for the 24-25 academic year)
2	Pearson PGW
4	Pearson Vocational
4	Pearson Functional Skills

Key Assessment Methodology (None-Accredited Options)	
1	Internal Certification
2	Personal Success Targets
3	Skills Builder
4	Student Personal Success Target Trackers
5	BKSB & Diagnostic Assessment
6	Student half-term Progress Reports

Key Support Methodology	
1	Coordination

2	Social Emotional Mental Health
3	Autism
4	Hearing / Visual Impairment
5	Physical
6	Speech Language and Communication
7	Cognition and Learning
8	Assistive equipment and technology

Quality Assurance	
(Head of College) and (Employability & SI Teacher) can confirm that the above subjects and teaching & learning methodologies are a true reflection of the 24-25 curriculum.	