

LEIGH COLLEGE PATHWAY

Employability

The Leigh Employability pathway study programme is designed for young people with SEND, whose long term-term planned destination is employment. The programme will embed all elements of the Gatsby Benchmarks and provide students with the knowledge and insight into employment opportunities, development of employability and independent living skills. Students will participate in mock interviews; industry visits; listen to employer guest speaker talks; take part in work shadowing and sector skills demonstrations. The students within the Leigh Employability pathway are further away from reaching their intended employability destination, due to specific needs and difficulties, therefore, are due to access a work placement during the second term of their pathway.

The Leigh Employability students will explore academic and vocational progression opportunities, manage, and maintain health appointments and engage socially in college 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 non-accredited personal success targets that are individual and reflect each students' aspirations.

Work-related learning activities are embedded throughout the pathway. 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 per week work experience placement within a chosen sector, once a suitable placement has been secured, usually in the second term of study. They will be responsible for an internal enterprise job role, produce a CV and personal progression plan, prepare for job interviews, attend community visits, and participate in travel training journeys to 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 teaching and support teams 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 access their GP or other specialists.

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 Employability programme, students may make a transition towards their chosen destination including supported or independent living, further education, employment, 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 income and a budget, cooking, managing personal hygiene, maintaining cleanliness and hygiene; managing their time; being safe in the home; understanding different types of living arrangements.

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. Topics include conduct within the workplace and in the community, drug and alcohol awareness; positive behaviours for success; personal presentation at work, valued skills identified by employers; health and safety at work; online safety, individual rights and responsibilities at work;

awareness of PREVENT; awareness of sexual health, hygiene and wellbeing, help and how to use the emergency services; accessing adult services and knowing how to maintain positive professional relationships and positive friendships in and outside of the college setting.

The Employability students will take the lead on one or more of the following enterprise activities:

Activity 1: Management of the college vending machine, including sourcing items, stocking, refilling, collecting profits, money management and safe storage, gathering customer feedback, marketing and advertising.

Activity 2: Planning and preparing for Expanse Learning's Club Atmosphere event including social marketing, financial management, creating seasonal displays, and preparing food/snacks for the events.

Activity 3: Attending and operating a local Re-Build store, where students will manage the enterprise business and sell products they have made during Additional Learning and enrichment sessions. They will be responsible for stock management and inventory, money management and safe storage, providing customer service, gathering feedback, marketing, and advertising.

Activity 4: Maintenance of the Expanse Learning minibus, including cleaning and washing of the exterior, cleaning of the interior finishings and ensuring it is tidy and litter free thus developing students' appreciation and understanding of the importance of its impact and upkeep. Student will be taught that the bus serves as a marketing tool, showcasing the college they attend. It also encourages students to take ownership of a valuable resource that helps them gain independence within the community.

Students will monitor and track their own progress and development through use of personal diaries and trackers. Students will undertake enterprise work, internal job roles, and community-based activities. Students will attend planned specific subject sessions, will work independently, with peers and in small groups.

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 Functional Skills teachers, delivered with other students of the same level; 1:1 focus sessions, or they will participate in non-accredited sessions, planned, and supported by the Functional Skills teachers but delivered by the pathway teacher. They may also receive FS teaching and support and assessment whilst on work placement.
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 and Geography Skills
5	Functional Skills maths, English and Digital Skills
6	Retail
7	Customer Service
8	Catering & Hospitality (via Enterprise activities)
12	British Values & PREVENT
13	Generic Pathway/Personal Pathway
14	Community Learning
15	Health and Social Care
21	Digital Capabilities
24	Independent Living
25	Music
27	RSE
28	County Lines
29	Health and Safety
33	Cultural and Ethnic Diversity

34	Labour Market Intelligence
38	Introduction to Marketing

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
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
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 and Diaries
5	BKSB Initial and Diagnostic Assessments
6	Student Termly Progress Reports
7	Baseline Assessments
8	Taster sessions and observations

Key Support Methodology	
1	Coordination
2	Social Emotional Mental Health
3	Autism
4	Hearing / Visual Impairment

5	Physical and Sensory
6	Speech Language and Communication
7	Cognition and Learning
8	Assistive equipment and technology
9	Communication and Interaction

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