

Landmarks Curriculum Sequencing - Employability Skills



Intent – What is Landmarks aiming to achieve through its Employability curriculum?

- To develop learners understanding of the world of work, the skills they have and their employability potential
- To develop learners' curiosity for employment, with the aim of developing a desire to work in the trade in sector of interest
- To acquire and develop practical skills, knowledge and behaviour in readiness for employment
- To provide opportunities for learners to work in real situations, so that they can make informed decisions about their future

Implementation – How is the Landmarks' Employability curriculum delivered?

Curriculum Delivery

- Learners have full access to the appropriate Employability Award which is differentiated to meet learners' individual needs and styles
- Learners have full access to a dedicated recruitment agency that can advise, place and support learners with over 60 different employers
- The curriculum is designed to be challenging, appropriate to each learner's stage of development
- The curriculum offers opportunities to learn in real context, to ensure learners make significant personal development, including:
 - Undertaking work experience
 - Developing work readiness skills via Duke of Edinburgh Award
 - Accessing work experience or Supported Internship opportunities
 - Opportunities to apply and develop functional mathematics, English and ICT skills
- The Employability curriculum is designed to build and expand on previous skills and subject knowledge, over a 2-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate new knowledge into larger ideas
- We offer a wide range of qualifications in specific vocations, general Employability, or Skills for Working Life, which are selected to appropriately challenge learners, based on individual stages of development.

Teaching and Learning

- Our learners are taught by subject and sector specialists



- Our delivery staff are well-qualified, possessing a significant industry experience and qualified teacher and training status, as well as Training Assessment and Quality Assurance (TAQA) where required
- Learners will receive high levels of support and guidance, to the point where independent work skills emerge and they are able to demonstrate consistent skill development and mastery via Recognising and Recording Progress, Achievement and Destinations (RARPAD) evidence.

Assessment

- Learners complete qualification portfolio's, where they showcase their best work and progress over time in either a specific vocation, or employability
- Our RARPAD approach records achievements that are not linked to qualifications, yet are meaningful in terms of personal and social development
- Tutors and trainers use a range of formative and summative assessment procedures to assess progress and attainment

Impact – What difference is the employability curriculum making for learners?

- The vast majority of learners secure some form of meaningful employment, or have a greater understanding working for a living
- The vast majority of learners meet or exceed their expected outcomes in specific vocational areas or general employability (external qualifications)
- The vast majority of learners leave Landmarks with at least one formally recognised qualification. Many learners progress onto some form of employment
- Learners are well-prepared for the next stage of their education or working life
- Analysis of outcomes and learner progress indicates that there is little statistical significance between key groups. Where any small differences are identified strategies are implemented swiftly
- Functional skills and life-skills are embedded in the Employability curriculum and are personalised for each learner. These interventions, supported by the SaLT team, improve learners' ability to make the step to supported / employment training and or further study, and improves their understanding of the world of work.

The curriculum policy references City and Guilds Award in Employability Skills (5546)

Curriculum Manager Review		Senior Management Review	
Curriculum Manager	Katie Simpson	Senior Manager	Jayne Price
Role	Assessment and Progress Manager	Role	Vice Principal: Curriculum and Quality
Signature		Signature	
Date	17/06/20	Date	19/06/20

	Term 1	Curriculum Events	Term 2	Curriculum Events	Term 3	Curriculum Events
Key Themes & Knowledge Acquisition	<ul style="list-style-type: none"> • Intro to the world of work • Conduct at work • Plan and make a journey using public transport 	<ul style="list-style-type: none"> • Careers Adviser Visits 	<ul style="list-style-type: none"> • Working as part of a team • Personal presentation and hygiene • Searching for a job • Interview skills • Undertake a work placement 	<ul style="list-style-type: none"> • Careers Week 	<ul style="list-style-type: none"> • Applying for a job • Prepare for and attend an interview • Safe learning in the workplace 	<ul style="list-style-type: none"> • Employer Awards

	Term 1	Term 2	Term 3
Subject Skills	<ul style="list-style-type: none"> • Explore work and employment • Understand what is appropriate and not appropriate at work • Be able to plan and make a journey on public transport 	<ul style="list-style-type: none"> • Understand the roles and procedures of teams • Understand the importance of personal hygiene and presentation • To work with others to achieve a shared goal • How to search for a job based on skills and abilities • Understand key elements of job advertisements 	<ul style="list-style-type: none"> • Use different methods for applying for a job • Understand if they meet requirements of jobs and whether they should apply • Understand how to prepare for an interview • Understand importance of keeping self-safe at work • Understanding HASAWA

Mathematic Skills

	Term 1	Term 2	Term 3
Level 2	<ul style="list-style-type: none"> • Read, write and compare salaries and cost of living, to see what money jobs will provide • Estimate the how much you will need to live on and what you can save 	<ul style="list-style-type: none"> • List what attributes are needed for a successful job interview • Compare the earning potential in jobs you select • Calculate how much you need to live on each week 	<ul style="list-style-type: none"> • Calculate the cost of attending an interview using public transport • Search for savings to the drink and food bills • Calculate the costs involved working
Level 1			
Level 3	<ul style="list-style-type: none"> • Compare financial details of different roles • Sequence parts and considerations of a journey • Create a list of what constitutes appropriate and inappropriate conduct at work, most important to least 		<ul style="list-style-type: none"> • List and detail travel arrangements • Estimate how much income certain roles will provide • Compare salaries and understand starting salaries • Organise and represent data to show how successful each sitting has been with support
Entry Level 2	<ul style="list-style-type: none"> • Demonstrate understanding of numerical information from lists • Write financial details accurately when researching different roles in industry 	<ul style="list-style-type: none"> • Undertake recording of different roles and compare the strengths and weaknesses to arrive at a preference • With support, calculate charge and change for customers 	<ul style="list-style-type: none"> • Sort and classify items • Use money when attending interviews
Entry Level 1	<ul style="list-style-type: none"> • Understand different salaries • Read bus timetable to plan your journey • Read numerical information from lists • Cost out the journey using fewest denominations • Read, write, order and compare jobs you like 		
Pre-entry	<ul style="list-style-type: none"> • Counting • Telling the time • Recognising money needed for journey 		

English Skills

	Term 1	Term 2	Term 3
Level 2	<ul style="list-style-type: none"> • Follow narratives and lines of argument • Communicate information, opinions and ideas, providing further detail and development if required 	<ul style="list-style-type: none"> • Identify implicit and inferred meanings in recipes that use flamboyant language • Use a range of reference material to help develop your ideas 	
Level 1	<ul style="list-style-type: none"> • Respond effectively to questions about the different types of work and contracts • Express your view about the information you research • Compare information, ideas and opinions in different text 	<ul style="list-style-type: none"> • Use appropriate phrases, registers and adapt contributions to take account of audience and purpose • Use reference materials and see how other places do the work you are being asked to do 	<ul style="list-style-type: none"> • Read and understand terminology for roles • Use punctuation and correct grammar when writing up your days activities and achievements • Improve CV by writing down your experience, skills and qualifications accurately
Entry Level 3	<ul style="list-style-type: none"> • Identify and extract information and detail from straightforward explanations as you research the sector • Make requests and ask concise questions appropriately about different jobs • Follow and understand the main points of a discussion 	<ul style="list-style-type: none"> • Identify different purposes of straightforward text • Communicate information, ideas and opinions clearly and in a logical sequence 	<ul style="list-style-type: none"> • Use appropriate language for purpose work and interviews • Listen to and respond appropriately to other points of view
Entry Level 2	<ul style="list-style-type: none"> • Identify and extract information and detail from short explanations as you research the sector • Make requests and ask clear questions appropriately about different aspect of employment • Understand and recall key points from information you read with support • When writing, make sure you spell every word correctly 	<ul style="list-style-type: none"> • Communicate information using words and vocational terms appropriate to audience and purpose • Make requests and ask clear questions appropriately about different aspect of roles you apply for • Understand and recall key points from information you read with support • When writing, make sure you spell every word correctly and use basic punctuation 	

Entry Level 1	<ul style="list-style-type: none"> • Make requests and ask straight forward questions • Respond to questions about specific information • Read simple sentences in adverts • Complete daily diary and reflect with support on what you have done and learned 	<ul style="list-style-type: none"> • Make requests and ask straight forward questions • Respond to questions about vocational information • Read and follow simple sentences in adverts for jobs • Complete daily diary and reflect with support on what you have done and learned 	<ul style="list-style-type: none"> • Follow one or two step verbal instructions • Participate in discussion about your performance with interviewers
Pre-entry	<ul style="list-style-type: none"> • Communicating support requirements • Reading simple text • Asking closed questions 	<ul style="list-style-type: none"> • Follow verbal one step instructions • Read simple recipe and demonstrate you understand the instruction 	
ICT Skills	<ul style="list-style-type: none"> • Navigating the web • Using a PC/table to retrieve information and data • Using MS Office to record and present information 	<ul style="list-style-type: none"> • Following video instructions • Recording achievements • Reflective diaries • Using MS Office to record and present information 	<ul style="list-style-type: none"> • Presenting information to a high standard using numerous software • Using MS Office to record and present information
PSD Skills	<ul style="list-style-type: none"> • Effective communication • Active listening • Relationship development 	<ul style="list-style-type: none"> • Respect • Appreciation • Concentration • Perseverance 	<ul style="list-style-type: none"> • Conflict resolution when developing new ways of doing things

