

Towards Independence Overview

Key Stage 4

At Key Stage 4, students will further develop their knowledge, skills and understanding of the world of work and should start to focus on the application of these skills into a range of contexts familiar to them.

Students will begin to follow accreditation linked directly to their areas of study. At pathway red/orange, students follow the employability programme (Asdan). For yellow/green/blue pathway students, they will follow AQA accreditation. For indigo and violet pathway students, their curriculum will be based around developing their sensory experiences. Students will gain accreditation through AQA unit award.

<p><u>Year 10</u> yellow</p>	<p>Investigating job roles</p> <p><b>Students will learn:</b></p> <p>Students will learn about jobs. Students will explore a range of different job roles and think about the responsibilities that come with these roles. Students will draw upon behaviours for life and learning and will think about how these can be applied into the world of work.</p> <p>Students will experience through role play, what the roles of each job entail and will have some experience speaking to relevant staff about these roles.</p> <p>Where possible, staff will encourage and active promote meaningful encounters with employers so that students are able to ask questions about such roles. This could be in the form on an interview with a set industry.</p>	<p>Enterprise</p> <p><b>Students will learn:</b></p> <p>Students will learn about enterprise and what this could look like. They will explore the process of enterprise- from thinking about the concept of a product or a service, through to the production of the item/ carrying out of a service.</p> <p>Students will have the opportunity to think about job roles and what they are good at. They will take part throughout the project, making decisions throughout the process. Students will learn to apply key concepts and processes such as working together, problems solving, development of literacy and numeracy skills. They will also review the work that they have done, thinking about what worked well and what could be developed further next time.</p>	<p>Exploring real life heroes (with Support)</p> <p><b>Students will learn:</b></p> <p>Students will learn about jobs with a specific focus on industries where people might help others. References to superheroes will be the thread throughout the unit and students will be encouraged to think about certain jobs where helping others features predominantly in this role (the emergency services). Students will explore a range of different job roles specific to the emergency services and think about the responsibilities that come with these roles. Students will draw upon behaviours for life and learning and will think about how these can be applied into the world of work.</p> <p>Students will undertake interviews through role play and where possible, students will be able to ask questions of people within the emergency service industry. are able to ask questions about such roles.</p>
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<p><u>Year 11</u> yellow</p>	<p>Real life heroes (The emergency services)</p> <p><b>Students will learn:</b> Students will learn about jobs with a specific focus on industries where people might help others. References to superheroes will be the thread throughout the unit and students will be encouraged to think about certain jobs where helping others features predominantly in this role (the emergency services). Students will explore a range of different job roles specific to the emergency services and think about the responsibilities that come with these roles. Students will draw upon behaviours for life and learning and will think about how these can be applied into the world of work. Students will experience through role play, what the roles of each job entail and will have some experience speaking to relevant staff about these roles. Where possible, staff will encourage and active promote meaningful encounters with employers so that students are able to ask questions about such roles. This could be in the form on an interview with a set industry.</p>	<p>Completing a class based job.</p> <p><b>Students will learn:</b> Students will learn to apply the behaviours for learning into a work base activity that will be undertaken in school. Students will be expected to apply these skills consistently on a regular basis. Students will learn about the importance of being consistent and will learn about the importance of being able to carry of their job to the best of their ability. Students will be asked to review what went well and what they could do next time to make their work even better.</p>	<p>Experiencing and making career choices.</p> <p><b>Students will learn:</b> Students will have the opportunity to explore a range of different settings outside of school. They will learn about different working industries and be able to think about the specific skills and qualities needed for this type of work. Students will draw upon their own experiences of carrying out their own jobs to see whether this is a job that they might consider if they were to explore work in the future.</p>
<p><u>Indigo/Violet</u></p>	<p>Multi-sensory experiences associated with jobs. (Industry 1- Pet shop)</p> <p><b>Students will learn:</b></p>	<p>Multi-sensory experiences associated with jobs. (Industry 2- Bakery)</p> <p><b>Students will learn:</b></p>	<p>Multi-sensory experiences associated with jobs. (Industry 3- Gardener)</p> <p><b>Students will learn:</b></p>

	<p>Students will engage in sensory exploration linked to the industry of <i>Animals</i>.  Students will use all of their sense to taste, look, feel, listen to and explore items related to that industry.  Students will show a preference for specific items and may indicate through eye gaze, vocalisations etc a specific like or dislike for a certain experience.</p>	<p>Students will engage in sensory exploration linked to the industry of <i>Bakery</i>.  Students will use all of their sense to taste, look, feel, listen to and explore items related to that industry.  Students will show a preference for specific items and may indicate through eye gaze, vocalisations etc a specific like or dislike for a certain experience.</p>	<p>Students will engage in sensory exploration linked to the industry of <i>Gardening</i>.  Students will use all of their sense to taste, look, feel, listen to and explore items related to that industry.  Students will show a preference for specific items and may indicate through eye gaze, vocalisations etc a specific like or dislike for a certain experience.</p>
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