



Employability Curriculum

Context:

1. National Careers Strategy

The government's Careers Strategy, launched in December 2017, and statutory guidance, set out a range of new requirements for schools and colleges.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

[source DfE: 9 January 2019]

2. What are the key requirements of the Careers Strategy?

Timing	Action
September 2012 onwards	Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
2 January 2018 onwards	Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. This is known as the 'Baker clause'.
From January 2018 to end 2020	Every school and college should begin using the Gatsby Benchmarks to improve careers provision now and meet them by the end of 2020. For the employer encounters benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
From September 2018	Every school and college must appoint a named person to the role of Careers Leader to lead the careers programme.
From September 2018	Every school and college will be expected to publish details of their careers programme for young people and their parents.

3. The Gatsby Benchmark

The Gatsby Benchmarks are a national framework of 8 guidelines that define the best careers provision in schools and colleges:

Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

4. Implementation of the Career Provision at Abbot's Lea School:

Abbot's Lea School is ambitious about its students' future and believes that all students are employable and deserve an equal opportunity to lead independent adult lives. This includes economic independence.

The school implements its careers provision through the Employability Curriculum.

The Employability Curriculum sets the expectations, content and broad methods of teaching and assessment related to the promotion of work-readiness.

This document sets out the provision for:

1. Early Years and Key Stage 1
2. Key Stage 2
3. Key Stage 3
4. Key Stage 4
5. Key Stage 5
6. 19-25 learning opportunities

EYFS and Key Stage 1

The programme of study for the EYFS and Key Stage 1 aims to promote the skills required within the world of work and within society. Students will have no or limited knowledge of this area of the curriculum and students will leave KS1 with a sound knowledge of jobs, skills and society.

Teaching should develop pupils' understanding of jobs and skills sets that are required in the future. Pupils should use and apply their knowledge and understanding while developing skills.

Pupils should be taught about:

- the types of jobs that people have within society and the role that people play within a modern day society
- that there are a range of jobs that are available and they need to be exposed to these
- skills that are needed and transferable within the world of work
- rules and have a clear understanding of what is right and wrong and the implications of each of these
- the roles played by public institutions and voluntary groups in society
- the functions and uses of money
- students should begin to plan a career and have an understanding of the career they wish to pursue

Experiential opportunities

- Work with employers, students should have access to at least one experiential visit to an employer and an employee
- Students will engage with at least one HEI per year through a project
- Students will have access to work places through visits into society
- Work with the school Job Coach to discuss careers and aspiration plans

Work with parents

- Links to the world of work through visits with parents into society
- Home school based learning activities
- My Plan targets
- Expectations for the school and employability are talked about at an early age with regards to opportunities.

Key Stage 2

The programme of study for the Key Stage 2 aims to solidify the content within EYFS and Key Stage 1 and further develop the skills required within the world of work and within society. Students will have experiential knowledge and understanding of the world of work, but this will further be developed through links to the local labour market and through more intense opportunities within employers. Students will have 1:1/small group meetings with the school Job Coach and local employers.

Teaching should further develop pupils' understanding of jobs and skills sets that are required in the future. Pupils will use and apply their knowledge and understanding and be able to share their own aspirations for the future within a real and meaningful context

Pupils should be taught about:

- The local labour market and the potential gaps within The Liverpool City Region
- Exposure to the labour market and the types of jobs that are within The Liverpool City Region Growth Sectors (<https://www.liverpoollep.org/growth-sectors/>)
 - Advance Manufacturing
 - Digital and Creative
 - Health and Life Sciences
 - Innovation
 - Low Carbon
 - Professional and Business Services
 - Superport
 - Visitor Economy
- To be equipped with the right skills for the areas of work that they have identified within their personal aspiration plans. These skills will be transferable to society and the roles within it.
- rules and have a clear understanding of what is right and wrong and the implications of each of these
- The roles played by public institutions and voluntary groups in society and to get involved in activities that allow expose to such groups.
- The functions and uses of money and how to budget, with a clear link to income and expenditure.
- students have the ability to think about a career plan a career and have an understanding of the career and the requirements of this career (accredited learning, HEI
- Students will be taught about the FE and HEI sector and through experiential visits have knowledge and understanding of the role that each of these can play within their development.
- Students will be taught about business start-up and entrepreneurship.

Experiential opportunities

- Work with employers, students should have access to employers and employees from a range of settings and industry, this should be at least 2 per year.
- Students will engage with at least one HEI per year through a project

- Students will have access to work places through visits into society that are meaningful and related to the thematic curriculum across the school
- Work with the school Job Coach to discuss careers and aspiration plans, each student will have a career plan written with the Job Coach which is reviewed yearly.

Work with parents

- Links to the world of work through visits with parents into society
- Home school based learning activities
- My Plan targets
- Expectations for the school and employability are talked about at an early age with regards to opportunities.

Key Stage 3

The programme of study for the Key Stage 3 aims expose students to the range of opportunities that are available to them both within the world of work but also through 14 to 19 options and Further Educations. Students will have experiential knowledge and understanding of the world of work, but this will be more bespoke and will have clear links to the local labour market and the gaps that are within it. This will be reviewed yearly. Students will have more intense opportunities within employers and they will by year 9 be spending time at an employer of choice to gain first-hand experience. Students will have 1:1 meetings with the school Job Coach and local employers to further strengthen their aspirational and career plans.

Students will study in house and bespoke packages of courses that relate to the industry that they wish to work in, but will also focus on transferable skills that they will require within any labour market. These will be endorsed by linked employers.

Teaching should further develop pupils' understanding of jobs and skills sets that are required in the future. Pupils will use and apply their knowledge and understanding and be able to share their own aspirations for the future within a real and meaningful context

Pupils should be taught about:

- The local labour market and the potential gaps within Liverpool as the locality
- Students learning will allow them to be immersed within the labour market and the types of jobs that are within The Liverpool City Region Growth Sectors. They will have experiential opportunities to work with employers from within each of the eight areas of growth identified by The Liverpool City Region (<https://www.liverpoollep.org/growth-sectors/>)
 - Advance Manufacturing
 - Digital and Creative
 - Health and Life Sciences
 - Innovation
 - Low Carbon
 - Professional and Business Services
 - Superport
 - Visitor Economy
- To be equipped and be able to use a broad range of skills for the areas of work that they have identified within their personal aspiration plans. These skills will be transferable to

society and the roles within it. They will have demonstrated the knowledge to use the skills in an effective way that allows for progression within a business.

- Students will benefit from opportunities to develop further the skills that they are not equipped with or feel secure in using. These skills will be highlighted as targets and students will have the opportunity to develop these skills within a practical context.
- rules and have a clear understanding of what is right and wrong and the implications of each of these
- The roles played by public institutions and voluntary groups in society and to get involved in activities that allow expose to such groups.
- The functions and uses of money and how to budget, with a clear link to income and expenditure and independent living
- Students will be taught how to begin thinking about how to independently travel and when ready will undertake travel training with the support of LCC and the school Job Coach.
- Students will be taught about their opportunities at year 9 (14 to 16 college, alternative schools, KS4)
- Students will have an understanding of the options available to them at the end of KS4 (Supported Internships, Apprenticeships, paid employment, FE, KS5)
- Through the above, students will be taught to develop a coherent a career plan that will enable progression and also identify opportunities to immerse themselves in practical experiences that allow for the skill set used and explored further.
- Students will be taught explicitly about the Higher Education Sector with clear links to their chosen career, but also gaining experiential days through visits and projects.
- Have an understanding of the career and the requirements of this career (accredited learning, HEI)
- Students will be taught about business start-up and entrepreneurship and will engage with such projects that allow for this to be developed on a personal level.

Experiential opportunities

- Work with employers, students should have access to employers and employees from a range of settings and industry, this should be at least 2 per year.
- Students will engage with at least one HEI per year through a project
- Students will have access to work places through visits into society that are meaningful and related to the thematic curriculum across the school
- Work with the school Job Coach to discuss careers and aspiration plans, each student will have a career plan written with the Job Coach which is reviewed yearly.
- Links with the financial industry
- Visits to local colleges
- Links with housing companies to talk about independent living
- Independent Travel Training
- Links with employers through employer endorsed qualifications
- Year 9 work experience

Work with parents

- Links to the world of work through visits with parents into society
- Home school based learning activities
- My Plan targets
- Expectations for the school and employability are talked about at an early age with regards to opportunities.

Assessment opportunities

- Independent Travel Training awards (LCC, ALS, Open Awards)
- Employer endorsed qualifications

Key Stage 4

The programme of study for the Key Stage 4 allows for full exposure to the world of work and is focussed on upskilling students and allowing for the development and exploration of ideas. Students will be immersed in experiential knowledge and understanding of the world of work, and will be provided with bespoke and personalised opportunities to explore the local labour market, but also their own career paths. There will be a clear and structured emphasis on Supported Internships, Apprenticeships and Traineeships, although there will also be the opportunity to explore the local offers from colleges. Students will now have fully developed and evolving careers aspiration plans and targets will be set through My Plans and EHCP reviews, which are reviewed yearly. Students will have more intense opportunities within employers and they will be spending time within an employer of choice to gain first-hand experience both in year 10 and year 11. Students will have 1:1 meetings with the school Job Coach and local employers to further strengthen their aspirational and career plans.

Students will study in-house and bespoke packages of courses that relate to the industry that they wish to work in, but will also focus on transferable skills that they will require within any labour market. These will be endorsed by linked employers.

Students will also undertake accredited learning opportunities in Employability and Life and Living Skills.

Teaching should further develop pupils' understanding of jobs and skills sets that are required in the future. Pupils will use and apply their knowledge and understanding and be able to share their own aspirations for the future within a real and meaningful context.

Pupils should be taught about:

- The local labour market and the potential gaps within Liverpool and have access to opportunities to explore these areas should their career and aspiration plans match the gaps locally.
- Students learning will allow them to be fully immersed within the types of jobs that are within The Liverpool City Region Growth Sectors. They will have experiential opportunities to work with employers from within each of the eight areas of growth identified by The Liverpool City Region (<https://www.liverpoollep.org/growth-sectors/>) and will gain first-hand experience from employers, both in school but also on site.
 - Advance Manufacturing
 - Digital and Creative
 - Health and Life Sciences
 - Innovation
 - Low Carbon
 - Professional and Business Services
 - Superport
 - Visitor Economy

- Students will be taught and equipped with broad range of skills for the areas of work that they have identified within their personal aspiration plans. These skills will be transferable to society and the roles within it. They will have demonstrated the knowledge to use the skills in an effective way that allows for progression within a business.
- Students will benefit from being able to identify their own gaps in knowledge and understanding of a job skill set and seek out opportunities to develop further the skills that they are not equipped with or feel secure in using. These skills will be highlighted as targets and students will have the opportunity to develop these skills within a practical context.
- rules and have a clear understanding of what is right and wrong and the implications of each of these
- Students will be taught how to seek out job opportunities, including looking at recruitment processes and will have an understanding of the process they will be required to engage in. They will also have an understanding that different roles require a different process of application.
- Students will be taught how to apply for jobs and the requirements for a job application
- Students will be taught about how to prepare for an interview
- Students will be taught about how to interview and will work with school staff and employers to have experiences of interviews
- Students will be taught about contractual agreements and their right to unions and the support that will be put into place.
- Students will be taught about legislation that supports them within the workplace.
- Students will be taught about disciplinary procedures within a workplace and the implications of this on their career prospects.
- Students will be taught about keeping their personal information safe.
- The roles played by public institutions and voluntary groups in society and to get involved in activities that allow expose to such groups.
- The functions and uses of money and how to budget, with a clear link to income and expenditure and independent living
- Students will be taught how to independently travel and when ready will undertake travel training with the support of LCC and the school Job Coach.
- Students will be taught about the options available to them at the end of KS4 (Supported Internships, Apprenticeships, paid employment, FE, KS5)
- Through the above, students will have a coherent a career plan that will enable progression and also identify opportunities to immerse themselves in practical experiences that allow for the skill set used and explored further.
- Students will be taught explicitly about the Higher Education Sector with clear links to their chosen career, but also gaining experiential days through visits and projects.
- Have an understanding of the career and the requirements of this career (accredited learning, HEI)
- Students will be taught about business start-up and entrepreneurship and will engage with a project as a class that will promote entrepreneurship within Key Stage 4.

Experiential opportunities

- Work with employers, students should have access to employers and employees from a range of settings and industry, this should be at least 2 per year.
- Students will engage with at least one HEI per year through a project
- Students will have access to work places through visits into society that are meaningful and related to the thematic curriculum across the school

- Work with the school Job Coach to discuss careers and aspiration plans, each student will have a career plan written with the Job Coach which is reviewed yearly.
- Links with the financial industry
- Links with housing companies to talk about independent living
- Independent Travel Training
- Links with employers through employer endorsed qualifications
- Year 10 and 11 work experience
- Mock interviews with employers
- Careers fair
- College visits and open days
- Taster days at employers
- Volunteer days
- Community engagement days

Work with parents

- Links to the world of work through visits with parents into society
- Home school based learning activities
- My Plan targets
- Expectations for the school and employability are talked about at an early age with regards to opportunities.
- College visits
- Careers fair
- External speakers
- 1:1 meetings with Job Coach

Assessment opportunities

- Independent Travel Training awards (LCC, ALS, Open Awards)
- Employer endorsed qualifications
- Accredited Learning

Key Stage 5

The programme of study for the Key Stage 5 allows for full expose the world of work and is focussed on employment and opportunities within employment.

The curriculum is focussed around the world of work with year 12 being preparation for a full years' experience through a full Supported Internship taking place at an employer in year 13. Year 12 will be therefore focus on workplace readiness and will immerse the student in the development of skills and strategies that they will use when on their Supported Internship or Apprenticeships.

Year 12 will also act as college readiness for those students who do not wish to undertake a Supported Internship or Apprenticeship in year 13 and intensive work will be done to secure college places early on.

By term 3 students will be linked with an employer and provided with the potential roles that they will be undertaking the following year. Students will be exposed to short work readiness courses that are intense and will have links between school and their employer, with fully endorsed qualifications from the linked employer network. With this students will be immersed

in experiential knowledge and understanding of their linked employer and will be provided with bespoke and personalised opportunities to explore the employers role within the local area, but also the larger supply chain. There will be a clear and structured emphasis on Supported Internships, Apprenticeships and Traineeships, although there will also be the opportunity to explore the local offers from colleges. Students will now have fully developed and evolving careers aspiration plan and targets will be set through My Plans and EHCP reviews, which are reviewed yearly.

Students will have 1:1 meetings with the school Job Coach and the schools local employer network to further strengthen their aspirational and career plans.

Students will study in house and bespoke packages of courses that relate to the industry that they wish to work in, but will also focus on transferable skills that they will require within any labour market. These will be endorsed by linked employers.

Teaching will further develop pupils' understanding of jobs and skills sets that are required in the future. Pupils will use and apply their knowledge and understanding and be able to share their own aspirations for the future within a real and meaningful context

In year 12 Pupils should be taught about

- The local labour market and the potential gaps within Liverpool and have access to opportunities to explore these areas should their career and aspiration plans match the gaps locally.
- Students learning will allow them to be fully immersed within the types of jobs that are within The Liverpool City Region Growth Sectors. They will have experiential opportunities to work with employers from within each of the eight areas of growth identified by The Liverpool City Region (<https://www.liverpoollep.org/growth-sectors/>) and will gain first-hand experience from employers, both in school but also on site.
 - Advance Manufacturing
 - Digital and Creative
 - Health and Life Sciences
 - Innovation
 - Low Carbon
 - Professional and Business Services
 - Superport
 - Visitor Economy
- Students will be taught and equipped with broad range of skills for their Supported Internship or Apprenticeship in year 12. They will be able to demonstrate the skills needed for a particular job and industry and they will be able to use the skills in an effective way that allows for progression within a business.
- Students will benefit from being able to identify their own gaps in knowledge and understanding of a job skill set and seek out opportunities to develop further the skills that they are not equipped with or feel secure in using. These skills will be highlighted as targets and students will have the opportunity to develop these skills within a practical context.
- Students will be taught how to seek out job opportunities, including looking at recruitment processes and will have an understanding of the process they will be required to engage in. They will also have an understanding that different roles require a different process of application.

- Students will be taught about what a Supported Internship is and its structure so that they can make an informed decision about their path in year 13.
- Students will be taught about Apprenticeship option and this will be linked to the Growth Strategy as set out by The Liverpool City Region, but also the local demand from employers and training providers.
- Students will be taught how to apply for jobs and the requirements for a job application and will gain practical knowledge in applying for a Supported Internship/Apprenticeship/ Traineeship or college course
- Students will be taught about how to prepare for an interview and will gain real life expose to this through the above application process.
- Students will have a clear understanding of Job Descriptions and also person specification when applying for jobs and working within an employer.
- Students will be taught about how to interview and will work with school staff and employers to have a formal interview for their year 13 placement.
- Students will be taught about contractual agreements and their right to unions and the support that will be put into place.
- Students will be taught about legislation that supports them within the workplace.
- Students will be taught how to have difficult conversations
- Students will be taught about the function of Human Resources
- Students will be taught about the performance management cycle that takes place within a workplace and understand why reviews take place.
- Students will be taught about disciplinary procedures within a workplace and the implications of this on their career prospects.
- Students will be taught about keeping their personal information safe.
- The roles played by public institutions and voluntary groups in society and to get involved in activities that allow expose to such groups.
- The functions and uses of money and how to budget, with a clear link to income and expenditure and independent living
- Students will be taught how to independently travel and will undertake travel training with the support of LCC and the school Job Coach as this will be an expectation of being accepted onto a year 13 placement within Abbot's Lea School.
- Students will be taught about the options available to them at the end of year 12 and year 13 (Supported Internships, Apprenticeships, Traineeship paid employment, FE)
- Through the above, students will have a coherent a career plan that will enable progression and also identify opportunities to immerse themselves in practical experiences that allow for the skill set used and explored further.
- Students will be taught explicitly about the Higher Education Sector with clear links to their chosen career, but also gaining experiential days through visits and projects.
- Have an understanding of the career and the requirements of this career (accredited learning, HEI)
- Students will be taught about business start-up and entrepreneurship and will engage with a project as a class that will promote entrepreneurship within Key Stage 4.

Experiential opportunities

- Work with employers, students should have access to employers and employees from a range of settings and industry, this should be at least 2 per year.
- Students will engage with at least one HEI per year through a project
- Students will have access to work places through visits into society that are meaningful and related to the thematic curriculum across the school
- Work with the school Job Coach to discuss careers and aspiration plans, each student will have a career plan written with the Job Coach which is reviewed yearly.
- Links with the financial industry
- Links with housing companies to talk about independent living
- Independent Travel Training
- Links with employers through employer endorsed qualifications
- Year 10 and 11 work experience
- Mock interviews with employers
- Careers fair
- College visits and open days
- Taster days at employers
- Volunteer days
- Community engagement days

Work with parents

- Links to the world of work through visits with parents into society
- Home school based learning activities
- My Plan targets
- Expectations for the school and employability are talked about at an early age with regards to opportunities.
- College visits
- Careers fair
- External speakers
- 1:1 meetings with Job Coach

Assessment opportunities

- Independent Travel Training awards (LCC, ALS, Open Awards)
- Employer endorsed qualifications
- Accredited Learning