



## EMPLOYABILITY - KS3

### **OUR AIMS**

The Employability Skills Development course takes an activity-based approach to raising learners' awareness about employer expectations and the working environment. Developed in response to an increasing national focus on work-related learning, it will meet the needs of providers looking for a programme of activities to support learners in preparation for vocational training, for achieving an employability qualification, or for getting a job.

The Employability Skills Development course may be used by learners participating in work-related programmes in a variety of other contexts. The activities are generic and can therefore be adapted to reflect the vocational interests of a range of users.

The Employability Skills Development book contains activities designed to develop learners' skills in 12 areas: self-management; team working; business and enterprise; customer awareness; problem solving; communication; working with numbers; IT in the workplace; applying for a job; exploring job opportunities; rights and responsibilities at work; and health and safety in the workplace.

The activities:

- are flexible and can meet the needs of different learners
- support personalised learning
- can be used in a range of contexts and for different programmes of learning
- encourage a 'pick and mix' approach, allowing learning opportunities to be chosen for varying time frames
- are generic and can be adapted to suit any vocational interest

After completing an initial self-assessment, learners and tutors choose appropriate activities to develop their employability skills. At the end of the course learners complete a self-assessment review to reflect on their progress and development.

Year 7

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn	Self-management  Team working	<p>Pupils will complete a series of challenges from their ASDAN Employability Skills Development pupil books based around the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• Being clear about which skills you need to develop and improve</li> <li>• Meeting timekeeping and attendance requirements</li> </ul> <p>Pupils will complete a series of challenges from their ASDAN Employability Skills Development pupil books based around the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• Working successfully with others</li> <li>• Making use of help and support when working with others</li> </ul>
Spring	Young Enterprise challenge	<ul style="list-style-type: none"> <li>• Problem Solving The ability to collect and examine information, think creatively, and analyse situations to generate solutions to problems.</li> <li>• Communication The ability to listen, write and speak effectively to present and exchange information and ideas in a creative, clear and concise manner</li> <li>• Teamwork The ability to build team engagement, collaborate, share knowledge and explain ideas to others whilst recognising your own and others creativity</li> <li>• Resilience The ability to persist when facing setbacks whilst adjusting to pressure and creatively adapting to different/varying circumstances.</li> <li>• Confidence The self-motivation and ability to generate and retain strong self-belief in personal skills, capabilities and likelihood of success.</li> <li>• Initiative The ability to take initiatives, evaluate and calculate risks, and do more than is required in the pursuit of successful outcomes whilst understanding the need for original and creative solutions/ideas.</li> <li>• Organisation The ability to effectively manage tasks, plan and prioritise actions within a time schedule and set smart goals whilst using creativity to enhance the outcomes of tasks.</li> </ul> <p>Creativity The use of imagination or original ideas to create something; inventiveness.</p>
Summer	Business and enterprise	<p>Pupils will complete a series of challenges from their ASDAN Employability Skills Development pupil books based around the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• Understanding what makes a business or enterprise successful</li> <li>• Understanding the term entrepreneur</li> </ul>

	Customer awareness	<p>Pupils will complete a series of challenges from their ASDAN Employability Skills Development pupil books based around the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• Knowing different methods of customer service can be provided</li> <li>• Knowing what good customer care is and what poor customer care is</li> </ul>
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Year 8

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn	<p>Problem solving</p> <p>Communication</p>	<p>Pupils will complete a series of challenges from their ASDAN Employability Skills Development pupil books based around the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• Taking appropriate and prompt action when faced with a problem</li> <li>• Prioritising everyday problems you are faced with</li> </ul> <p>Pupils will complete a series of challenges from their ASDAN Employability Skills Development pupil books based around the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• Communicating clearly with other people in ways that suit the situation</li> <li>• Knowing the different methods of communication that are used in the workplace</li> </ul>
Spring	Young Enterprise challenge	<ul style="list-style-type: none"> <li>• Problem Solving The ability to collect and examine information, think creatively, and analyse situations to generate solutions to problems.</li> <li>• Communication The ability to listen, write and speak effectively to present and exchange information and ideas in a creative, clear and concise manner</li> <li>• Teamwork The ability to build team engagement, collaborate, share knowledge and explain ideas to others whilst recognising your own and others creativity</li> </ul>

		<ul style="list-style-type: none"> <li>• Resilience The ability to persist when facing setbacks whilst adjusting to pressure and creatively adapting to different/varying circumstances.</li> <li>• Confidence The self-motivation and ability to generate and retain strong self-belief in personal skills, capabilities and likelihood of success.</li> <li>• Initiative The ability to take initiatives, evaluate and calculate risks, and do more than is required in the pursuit of successful outcomes whilst understanding the need for original and creative solutions/ideas.</li> <li>• Organisation The ability to effectively manage tasks, plan and prioritise actions within a time schedule and set smart goals whilst using creativity to enhance the outcomes of tasks.</li> <li>• Creativity The use of imagination or original ideas to create something; inventiveness.</li> </ul>
Summer	<p>Working with numbers</p> <p>IT in the workplace</p>	<p>Pupils will complete a series of challenges from their ASDAN Employability Skills Development pupil books based around the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• Using simple calculations to tackle practical number problems</li> <li>• Working out the travel costs for different modes of transport</li> </ul> <p>Pupils will complete a series of challenges from their ASDAN Employability Skills Development pupil books based around the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• Using a range of IT programs/software</li> <li>• Using appropriate methods to search for information on the Internet</li> </ul>

Year 9

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
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Autumn	Applying for a job  Exploring job opportunities	<p>Pupils will complete a series of challenges from their ASDAN Employability Skills Development pupil books based around the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• Writing CVs, letter and job applications</li> <li>• Presenting yourself effectively at an interview</li> </ul> <p>Pupils will complete a series of challenges from their ASDAN Employability Skills Development pupil books based around the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• Getting information about job options</li> <li>• Identifying suitable job opportunities for yourself</li> </ul>
Spring	Young Enterprise challenge	<ul style="list-style-type: none"> <li>• Problem Solving The ability to collect and examine information, think creatively, and analyse situations to generate solutions to problems.</li> <li>• Communication The ability to listen, write and speak effectively to present and exchange information and ideas in a creative, clear and concise manner</li> <li>• Teamwork The ability to build team engagement, collaborate, share knowledge and explain ideas to others whilst recognising your own and others creativity</li> <li>• Resilience The ability to persist when facing setbacks whilst adjusting to pressure and creatively adapting to different/varying circumstances.</li> <li>• Confidence The self-motivation and ability to generate and retain strong self-belief in personal skills, capabilities and likelihood of success.</li> <li>• Initiative The ability to take initiatives, evaluate and calculate risks, and do more than is required in the pursuit of successful outcomes whilst understanding the need for original and creative solutions/ideas.</li> <li>• Organisation The ability to effectively manage tasks, plan and prioritise actions within a time schedule and set smart goals whilst using creativity to enhance the outcomes of tasks.</li> <li>• Creativity The use of imagination or original ideas to create something; inventiveness.</li> </ul>
Summer	Rights and responsibilities  Health and Safety	<p>Pupils will complete a series of challenges from their ASDAN Employability Skills Development pupil books based around the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• Knowing your rights and responsibilities as an employee</li> <li>• Knowing what to do if you have a grievance at work</li> </ul> <p>Pupils will complete a series of challenges from their ASDAN Employability Skills Development pupil books based around the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• Understanding the importance of health and safety in the workplace</li> <li>• Knowing the meaning of safety signs in the workplace</li> </ul>

KS4

Year 10

**OUR AIMS**

This qualification is suitable for pre-16 learners. This qualification aims to develop and enhance skills required for the working environment and improve learners' confidence and communication skills in order to prepare them for employment or for a change in employment.

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn	Unit 2 Business and Customer Awareness (2)	<p>Learning Outcome 1 The learner will: 1 Be able to research local businesses and identify how they differ in purpose and customer base. The learner can: 1.1 Collect information about 3 different local businesses, including one national business, from a given list of business types 1.2 Describe what each business is about, showing: • what it does • how it is owned • the type of people it employs and the skills needed to work there • the type of customer it has 1.3 Present their findings, including their sourced material, in a clear and appropriate way</p> <p>Learning outcome 2 The learner will: 2 Understand the relationship between qualities and business and how this changes depending on the nature of business The learner can: 2.1 Describe the types of qualities that employers expect in their staff giving a reason why it is important to have staff with the right qualities 2.2 Describe how the different types of business and organisations may require different qualities depending on their purpose and customers</p> <p>Learning outcome 3 The learner will: 3 be able to source information on a local business and identify the qualities they are likely to look for in employees</p>

		<p>The learner can:</p> <p>3.1 Determine the nature of an important local business by examining information collected on the business</p> <p>3.2 Describe the business's customer base</p> <p>3.3 Identify the qualities that the business will look for in its employees</p> <p>3.4 Present findings in a clear and appropriate way, describing the business's customer base</p>
Spring	Unit 2 Business and Customer Awareness (2	<p>Learning outcome 2</p> <p>The learner will:</p> <p>2 Understand the relationship between qualities and business and how this changes depending on the nature of business</p> <p>The learner can:</p> <p>2.1 Describe the types of qualities that employers expect in their staff giving a reason why it is important to have staff with the right qualities</p> <p>2.2 Describe how the different types of business and organisations may require different qualities depending on their purpose and customers</p> <p>Learning outcome 3</p> <p>The learner will:</p> <p>3 be able to source information on a local business and identify the qualities they are likely to look for in employees</p> <p>The learner can:</p> <p>3.1 Determine the nature of an important local business by examining information collected on the business</p> <p>3.2 Describe the business's customer base</p> <p>3.3 Identify the qualities that the business will look for in its employees</p> <p>3.4 Present findings in a clear and appropriate way, describing the business's customer base</p> <p>The learner will:</p> <p>1. Understand how mindset can improve employability</p>

	<p>Unit 1 Understanding Mindset (2)</p>	<p>The learner can:</p> <p>1.1 Describe what mindset qualities are attractive to employers</p> <p>1.2 Identify what mindset qualities they already have and those to be developed to achieve own job goals</p> <p>1.3 Describe why honesty, commitment, flexibility and accountability are key qualities in a potential employee</p> <p>1.4 Describe how to show honesty, commitment, flexibility and accountability in own behaviour</p> <p>1.5 Describe how own mindset qualities could affect their employability</p> <p>1.6 Produce an action plan to improve own mindset qualities</p>
<p>Summer</p>	<p>Unit 26 Dealing with conflict</p>	<p>Learning outcome 1</p> <p>The learner will:</p> <p>1 Understand how conflicts can arise and how they are commonly resolved</p> <p>The learner can:</p> <p>1.1 Describe some of the common causes of conflict in the place of work</p> <p>1.2 Describe 3 different approaches used to prevent conflict arising or escalating</p> <p>Learning outcome 2</p> <p>The learner will:</p> <p>2 Understand what attitudes and behaviours help when dealing with conflict</p> <p>The learner can:</p> <p>2.1 Demonstrate behaviour and techniques that would help prevent or de-escalate conflict should it arise</p> <p>2.2 Describe how language can play an important role in starting or resolving conflict. Look at the role of language in: • emails • conversation • giving instructions</p> <p>2.3 Describe some of the types of language an employee might encounter in the workplace</p> <p>Learning outcome 3</p> <p>The learner will:</p> <p>3 Understand employee rights in the place of work and recognise unacceptable behaviour</p> <p>The learner can:</p> <p>3.1 Describe what would constitute unacceptable behaviour and unacceptable language</p>



		<p>3.2 Work with one employer's code of conduct manual or similar document to create a summary of the behaviour and conduct expected</p> <p>3.3 Collect appropriate information about the rights employees have in the place of work and summarise their findings</p>
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Year 11

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn	<p>Unit 26 Dealing with conflict</p> <p>Unit 34 Interview skills</p>	<p>Learning outcome 3 The learner will: 3 Understand employee rights in the place of work and recognise unacceptable behaviour The learner can: 3.1 Describe what would constitute unacceptable behaviour and unacceptable language 3.2 Work with one employer's code of conduct manual or similar document to create a summary of the behaviour and conduct expected 3.3 Collect appropriate information about the rights employees have in the place of work and summarise their findings</p> <p>Learning outcome 1 The learner will: 1. Understand what preparation is required before taking part in an interview The learner can: 1.1 Describe the types of questions that are asked at interview, including questions about the: • job itself • working conditions • candidate 1.2 Describe the type of preparation that needs to take place in the run-up to an interview, including things like: • where to go and how to get there in good time • how to present themselves (manner and dress) • anticipating what might be asked and how they will respond • questions the candidate might want to ask. 1.3 Prepare to take part in an interview situation, rehearsing what they will say and how they will say it.</p>

Spring	Unit 34 Interview skills	<p>Learning outcome 1 The learner will: 1. Understand what preparation is required before taking part in an interview</p> <p>The learner can: 1.1 Describe the types of questions that are asked at interview, including questions about the: • job itself • working conditions • candidate 1.2 Describe the type of preparation that needs to take place in the run-up to an interview, including things like: • where to go and how to get there in good time • how to present themselves (manner and dress) • anticipating what might be asked and how they will respond • questions the candidate might want to ask. 1.3 Prepare to take part in an interview situation, rehearsing what they will say and how they will say it.</p> <p>Learning outcome 2 The learner will: 2 Understand what attitudes and behaviours help when dealing with conflict</p> <p>The learner can: 2.1 Demonstrate behaviour and techniques that would help prevent or de-escalate conflict should it arise 2.2 Describe how language can play an important role in starting or resolving conflict. Look at the role of language in: • emails • conversation • giving instructions 2.3 Describe some of the types of language an employee might encounter in the workplace</p>
Summer	Unit 34 Interview skills	<p>Learning outcome 2 The learner will: 2 Understand what attitudes and behaviours help when dealing with conflict</p> <p>The learner can: 2.1 Demonstrate behaviour and techniques that would help prevent or de-escalate conflict should it arise 2.2 Describe how language can play an important role in starting or resolving conflict. Look at the role of language in: • emails • conversation • giving instructions 2.3 Describe some of the types of language an employee might encounter in the workplace</p> <p>Learning outcome 3 The learner will:</p>

		<p>3 Understand employee rights in the place of work and recognise unacceptable behaviour</p> <p>The learner can:</p> <p>3.1 Describe what would constitute unacceptable behaviour and unacceptable language</p> <p>3.2 Work with one employer's code of conduct manual or similar document to create a summary of the behaviour and conduct expected</p> <p>3.3 Collect appropriate information about the rights employees have in the place of work and summarise their findings</p>
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### **ENRICHMENT OPPORTUNITIES**

Careers event - World of Work - 14.6.21

Young enterprise challenges every spring term in years 7, 8 & 9

Apprenticeship fair - 16.11.21

KS4 pupils on Work experience

### **HOW TO SUPPORT YOUR CHILD'S LEARNING**

#### **WHERE TO GO:**

<https://nationalcareers.service.gov.uk/careers-advice/how-to-develop-your-soft-skills>

[ASDAN | Employability Skills Development](#)

<https://www.qualhub.co.uk/media/20005/601-4664-3-601-4663-1-qualification-specification-version-63.pdf>

<https://www.young-enterprise.org.uk/wp-content/uploads/2021/07/YE-Programmes-and-Services-21-22-1.pdf>

#### **ONLINE:**

[ASDAN | Employability Skills Development](#)

<https://www.qualhub.co.uk/media/20005/601-4664-3-601-4663-1-qualification-specification-version-63.pdf>

<https://nationalcareers.service.gov.uk/>

#### **FUTURE CAREERS:**

The aim of the Gillford Centre's Employability curriculum is to give pupils skills and confidence to succeed in their future employment.