



# Post-16 Curriculum Long Term Planning: Vocational Learning

## Curriculum Intent

The Post-16 Vocational Learning curriculum at Chadsgrove School is part of the ‘Employment’ section of the Preparing for Adulthood Framework. We are aware that not all pupils at Chadsgrove School will enter full time, paid employment when they leave education. Therefore, the curriculum aims to prepare pupils for adulthood by:

1. Giving every pupil the opportunity to prepare for adulthood by engaging in vocational learning in an appropriate way.
2. Guiding and supporting our pupils to achieve positive destinations such as further education, internships, employment or alternative life beyond education provision.
3. Providing every pupil with high quality and bespoke careers guidance through offering information and advice supporting the eight Gatsby Benchmarks.

Vocational learning has been divided into the following topics for Post-16 Formal and Semi-Formal Pathway groups: Preparation for Work/Enterprise, Planning for my Future and Work Experience.

The Formal Pathway includes the Careers and Enterprise Company (CEC) Resource Directory (My Skills My Future). The Semi-Formal Pathway includes OCR Life and Living Skills at Entry Level 1 and 2. Pupils following both Semi-Formal and Formal Pathways have opportunities to engage in work experience.

Pupils complete and use individual Transition Plans which will, where possible, be used to inform work experience opportunities. Teachers use these to inform personalised vocational sessions.

## Curriculum Implementation: Vocational Learning/Careers

Formal Pathway:

Autumn & Spring: Planning my Future	Summer: Enterprise
CEC Resource Directory ‘My Skills, My Future’ <ul style="list-style-type: none"> <li>• Dream job</li> <li>• Interviewing an adult</li> <li>• Staying positive</li> <li>• Leadership</li> <li>• Teamwork</li> </ul> Study Planners <ul style="list-style-type: none"> <li>• Personal targets</li> <li>• 1:1 Tutorials</li> </ul>	Business Enterprise Project  Self-Development Questionnaire (Early Summer term)  Study Planners <ul style="list-style-type: none"> <li>• Personal targets</li> <li>• 1:1 Tutorials</li> </ul>

Semi-Formal Pathway:

Autumn & Spring: Planning my Future	Summer: Enterprise
Focus on Soft Skills  Exploring the Wider World Develop employability, teamwork and leadership skills, developing flexibility and resilience  OCR N1 Developing skills for the workplace: Following instructions N1 R/502/4449 (2) – E1	Business Enterprise Project  Self-Development Questionnaire (Early Summer term)  Study Planners <ul style="list-style-type: none"> <li>• Personal targets</li> </ul>

## Curriculum Implementation: Work Experience

Formal Pathway:

Autumn	Spring	Summer
<b>Work Experience (Transferrable Skills for Employment)</b> Opportunities for pupils to select work experience placement at the following: <ul style="list-style-type: none"><li>• Cozy Café (Hospitality focus)</li><li>• Print Shop (Business focus)</li><li>• Bespoke work experience where appropriate</li></ul>		

Semi-Formal Pathway:

Autumn:	Spring	Summer
<b>Work Experience (Transferrable Skills for Life)</b> Opportunities for pupils to undergo a work experience placement at the following: <ul style="list-style-type: none"><li>• Cozy Café (Hospitality focus)</li></ul> Opportunities for pupils to set up and run a business enterprise at the Cafe: <ul style="list-style-type: none"><li>• Chair fitness, mother and toddler groups etc.</li></ul> AQA User Awards: 108640 WORKING AS A MEMBER OF A GROUP TO SET UP AND RUN A MINI-ENTERPRISE		

## Curriculum Impact

1. Post-16 Pupils engage in appropriate, meaningful and personalised vocational learning experiences.
2. Post-16 Pupils gain evidence to support individual preparing for adulthood/work related learning targets and/or relevant OCR/CEC/Equals units in vocational learning booklets and work folders.
3. Post-16 Pupils have a clear transition plan, supported by the vocational learning curriculum.

