

Work Related Learning Rubric

Work Related Learning will be taught across the department. This will be on a course of a different class each half term. This topic will be taught over a period of 6 weeks consisting of:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Introduction to the topic. Recap careers sessions from last year. What do we know about different job roles?</p>	<p>Placement visit: TESCO Find and identify staff members and roles in the work setting. Linked skills: Road Safety and Stranger awareness</p>	<p>Reflection and journal writing about the placement visit from the previous week. Linked skills: English. Journal writing. First person pronouns.</p>	<p>Retail work setting. Pupils to identify staff roles they may have. Who would they expect to see? What skills and qualities must they have? (link to last year's careers sessions) Linked skills: PSHCE</p>	<p>Placement visit: Manchester Fort Retail Park Were the pupils correct? Did they correctly identify the job roles needed in a retail setting? Pupils to have the opportunity to carry out simple retail jobs at the placement e.g. stacking shelves, sorting stock. Linked skills: Maths</p>	<p>Reflection and journal writing about the placement visit from the previous week. What did they see? Ask-it session on 'What will my future look like?'. Pupils to begin to think about their interests and any jobs / roles that may match this.</p>

In this unit pupils will: Develop an understanding of 'the world of work'. They will begin to identify the many jobs in their local community and what skills and qualities are needed for these. They will begin to think about their future and be ambitious in what they can achieve in their life as a young adult.

While being out in the local community, they will also have the opportunity to develop their road safety skills as well as stranger awareness.

Keywords: Work, professional, staff, manager, employee, money, instructions, pay, wage, skills, qualities, job role, cashiere , sales assistant, retail, stock

Work Place Settings

Key elements	ES 2-6 (EXP learners)	B2P 5-8	B2step 1
<u>Subject specific knowledge</u>	<u>To know</u> how to use tools and items linked to a job role e.g. -duster	<u>To know</u> and recognise staff in a work place setting; identifying them by their uniform.	<u>To know</u> , identify and name a range of job roles within a work place setting

<p><u>What do pupils need to know?</u></p>	<p>-Stacking cans -Role play tills and money -Car washing -Building blocks</p>	<p><u>To know</u> and understand employees wear uniform</p> <p><u>To know</u> and identify different work place settings when shown images e.g. TESCO, ASDA, Boots, Evans Cycles etc</p> <p><u>To know</u> a job pays money to employees</p>	<p><u>To know</u> employees wear uniform for health & safety reasons as well as to make them identifiable to the public for help.</p> <p><u>To know</u> a range of work place settings in the local community</p> <p><u>To know</u> employees receive a wage</p> <p><u>To know</u> and understand different jobs receive different wages</p>
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<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p><u>Is able to</u> hold / experience / explore items connected to a job role</p> <p><u>Is able to</u> greet staff members in a work place setting "hello", wave, eye contact, smile etc</p> <p><u>Is able to</u> copy actions within a work place setting e.g. stacking shelves</p> <p>Observes different jobs roles in a work place setting e.g. cashieres inc. listeniong to specific associated sounds.</p>	<p><u>Is able to</u> match images of job roles to a work place setting</p> <p><u>Is able to</u> match a uniform to a key job role</p>	<p><u>Is able to</u> think of different roles a work place setting would have and state why</p> <p><u>Is able to</u> identify the uniform for a specific job role, explaining why it important and discussing health & safety</p>
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Safety in the community

<p>Key elements</p>	<p>EXP learners</p>		
<p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p>	<p><u>To know</u> staff will keep them safe</p> <p><u>To know</u> where they are going (specific place or another place that is not their hom.classroom)</p>	<p><u>To know</u> roads are dangerous and not to run out into the road</p> <p><u>To know</u> to stay with a safe adult</p>	<p><u>To know</u> to 'Stop, look, listen, live'</p> <p><u>To know</u> there are safe and unsafe strangers</p> <p><u>To know</u> it is OK to speak to staff members in a</p>

			workplace setting for help; identifying them by their uniform.
<u>Subject specific skills</u> <u>What do pupils need to be able to do?</u>	<u>Is able to</u> remain calm during transition (walking/ buses) or when out in the community <u>Is able to</u> listen and respond to staff reassurance	<u>Is able to</u> follow instructions in how to cross a road safely. <u>Is able to</u> sensibly and safely interact with a staff member to ask for help	<u>Is able to</u> lead crossing a road safely <u>Is able to</u> locate a staff member to ask for help if needed

Personal skills

Key elements	EXP learners		
<u>Subject specific skills</u> <u>What do pupils need to be able to do?</u>	<u>Is able to</u> wait their turn <u>Is able to</u> observe actions around them <u>Is able to</u> copy key actions from an adult <u>Is able to</u> listen to instructions / the person speaking to them	<u>Is able to</u> choose a job role they like when given a choice <u>Is able to</u> follow simple 2-step instructions <u>Is able to</u> demonstrate sensible behaviours when out in the community; including the work place setting. <u>Is able to</u> discuss their own skills and qualities with symbol support	<u>Is able to</u> think about a job / work place setting they would like to work in <u>Is able to</u> follow a set of verbal or written instructions to complete a simple task <u>Is able to</u> demonstrate sensible behaviours with in the community and work place setting; explaining why this is important and what will happen if they did not. <u>Is able to</u> identify their own skills and qualities; linking this to a specific job they may be good at