

Post 16 Careers and Employment Teaching and Learning Framework

Intent

Our Post 16 Careers and Employment curriculum is designed to meet the needs and aspirations of our pupils, equipping them with the skills, knowledge, and confidence required to find and pursue meaningful and fulfilling occupations beyond Post-16 provision.

This curriculum will foster the pupils' vocational skills, empower their communication and social competencies, and nurture their self-determination and advocacy capabilities.

Through a tailored approach, we seek to celebrate, promote and support the unique abilities and potential of each student.

The curriculum follows a three yearly cycle, providing pupils with opportunities to revisit key skills and apply learning from other curriculum areas into a personalised career programme.

Cycle One

Autumn 1		Autumn 2	
Vocational Skills Development		Personal Development	
Encountering	Developing	Encountering	Developing
AQA Unit Award: Introduction to Enterprise	AQA Unit Award: Participating in Social Action Level 1	AQA Unit Award: Active Goal Setting (110037)	AQA Unit Award: 13253 Personal action planning
<ul style="list-style-type: none"> • Pupils can state one activity or need that could form the basis of an enterprise activity • Pupils will produce a plan describing briefly how the enterprise activity will be carried out • Pupils can describe briefly how the enterprise activity plan was implemented • Pupils will review the enterprise activity identifying at least three 	<ul style="list-style-type: none"> • Pupils can decide on an agreed theme or topic for volunteering • Pupils can outline differences between a volunteer and an employee in the organisation. • Pupils will be able to identify their own strengths that would be useful to volunteering in an organisation. 	<ul style="list-style-type: none"> • Pupils will participate in at least one session on recognising and reviewing their own skills • Pupils will be able to identify 5 of their own strengths, skills and qualities. • Pupils will be able to identify a personal goal. • Pupils will be able to ensure that the identified goal is 	<ul style="list-style-type: none"> • Pupils will produce a list of at least three of own strengths in a careers education and guidance/future planning context • Pupils will produce a list of at least three personal areas of improvement • Pupils can identify one personal career/future ambition • Pupils can identify at least two learning and/or

<p>areas of success when carrying it out and two aspects that could have been improved.</p> <ul style="list-style-type: none"> • Pupils will be able to use a word processing programme and be able to save their work on completion. 	<ul style="list-style-type: none"> • Pupils will be able to choose an appropriate social action activity. • Pupils will show knowledge of the steps involved in the steps involved in planning a social action activity • Pupils will be able to state their own roles and responsibilities as a volunteer and understand how they fit into the wider team of volunteers. • Pupils will be able to take part in a fundraising/ social action meeting • Pupils will be able to represent a charitable organisation publicly • Pupils will be able to complete tasks as a volunteer. • Pupils will be able to name the person or people from 	<p>specific, measurable, realistic and time bound.</p> <ul style="list-style-type: none"> • Pupils will produce a personal action plan to achieve the identified goal • Pupils will be able to review their own progress with a class mentor • Pupils will show knowledge of at least two factors that will help or hinder their achievement. • Pupils will show an understanding of action planning and self-review 	<p>training targets that need to be attempted to move towards the career/ambition</p> <ul style="list-style-type: none"> • Pupils can identify one person or agency to support progression towards the career/ambition • Pupils can produce a personal action plan identifying the steps required to achieve the targets and pursue the ambition including review date(s) • Pupils will take part in at least one review of the action plan with an appropriate professional • Pupils can give at least two reasons why action planning is important • Pupils can give at least two reasons why self review is important.
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	<p>whom he/she takes instructions.</p> <ul style="list-style-type: none"> ● Complete tasks as instructed to the required standards. ● Be able to evaluate self in the role of volunteer. ● Identify what went well. ● Identify areas for improvement. ● Pupils will outline what they have contributed to the organisation. ● Pupils will be able to use a word processing programme to document their ideas. ● Pupils will know how to save a document so that it is easy to find at a later date. ● Pupils will know how to search for charities on the internet. ● Pupils will begin to understand how to fact 		<ul style="list-style-type: none"> ● Pupils will be able to use a word processing programme to document their work. ● Pupils will know how to save their work and be able to effectively return to it at a later date.
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	check information found on the internet.		
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Spring 1		Spring 2	
Communication in the Workplace		Self Advocacy	
Encountering	Developing	Encountering	Developing
<p>AQA Unit Award: Relationships, behaviour and practices in the workplace Entry Level PSE043</p>	<p>AQA Unit Award: Communication in the Workplace level 1 76911</p>	<p>AQA Unit Award: Self advocacy and personal development 97279</p>	<p>AQA Unit Award Employability skills: self-management 30330</p>
<ul style="list-style-type: none"> • Pupils will identify the names of three job roles in a given workshop, eg a hotel, a supermarket • Pupils can state the relationship between two of these jobs • Pupils can outline two major rights and two major responsibilities of an employee and an employer • Pupils can list two areas of equal opportunities to be 	<ul style="list-style-type: none"> • Pupils will write a business letter of at least 50 words, eg replying to a customer letter of complaint • Pupils will write a business memo of at least 30 words, eg informing staff of Christmas opening hours • Pupils will write a business e-mail of at least 30 words, eg 	<ul style="list-style-type: none"> • Pupils will be able to talk about themselves, other people in their life, and their roles • Pupils will be able to identify things they are good at and things that interest them • Pupils can hold a conversation with another person and interact appropriately with that person 	<ul style="list-style-type: none"> • Pupils complete at least one simple work-related task satisfactorily • Pupils can start and complete the task on time • Pupils can suggest one way own performance of the task might be improved • Pupils will undertake at least one task relevant to the world of work

<p>taken into account in the workplace</p> <ul style="list-style-type: none"> • Pupils can identify two major roles of trade unions • Pupils can state the main health and safety requirements relating to work in a given area • Pupils can carry out a risk assessment to find and report on three health and safety issues in a known environment. 	<p>informing staff of price changes</p> <ul style="list-style-type: none"> • Pupils will record the details of a business telephone conversation, eg taking a message from a customer about an order • Pupils will show knowledge of at least four different types of communication and describe how they are used by a local business • Pupils will acquire an understanding of the advantages and disadvantages of at least three different types of communication • Pupils will experience visiting a local business to hear a talk describing at least four types of communication used by the business and giving 	<ul style="list-style-type: none"> • Pupils can respond appropriately to other group members and contribute to the group discussions • Pupil can demonstrate how to be assertive • Pupils can take an active role in the process of choice and decision-making. 	<ul style="list-style-type: none"> • Pupils are able to manage themselves appropriately throughout completion of the task • Pupils can show adaptability where appropriate when completing the task.
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	<p>reasons why the business uses each type</p> <ul style="list-style-type: none"> • Pupils will participate in a business telephone conversation. • Pupils will be able to edit a document on a word processing programme. 		
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Summer 1		Summer 2	
Pro Social Decision Making		Customer service	
<p style="text-align: center;">Encountering</p> <p>AQA Unit Award: Employability skills: team working 30334</p>	<p style="text-align: center;">Developing</p> <p>AQA Unit Award: Pro-social decision making 113460</p>	<p style="text-align: center;">Encountering</p> <p>AQA Unit Award: Retailing: handling goods at point of sale 84314</p>	<p style="text-align: center;">Developing</p> <p>AQA Unit award: Employability skills: customer awareness 30338</p>
<ul style="list-style-type: none"> • Pupils will work as a member of a team to complete at least one simple work-related task satisfactorily • Pupils can use at least two teamworking skills 	<ul style="list-style-type: none"> • Pupils can recognise at least two benefits to the individual or community of pro-social behaviour choices • Pupils can recognise at least two decisions an individual can take which 	<ul style="list-style-type: none"> • Pupils can demonstrate how to smile, showing a friendly, interested manner • Pupils can inform a customer of the amount to be paid 	<ul style="list-style-type: none"> • Pupils can state what is meant by customer satisfaction • Pupils can identify at least two reasons why customer satisfaction is important for business

<p>whilst working with others to complete the task, eg consideration, co-operation, negotiation, persuasion</p> <ul style="list-style-type: none"> ● Pupils can suggest one way in which their own contribution to the team could be improved ● Pupils will undertake at least one team working task relevant to the world of work ● Pupils will have opportunities to show team working skills throughout completion of the task ● Pupils can take part in a group discussion about the completion of the task. 	<p>may result in pro-social behaviour</p> <ul style="list-style-type: none"> ● Pupils can recognise at least two different types of harm that anti-social behaviour can cause to an individual or the community ● Pupils can give an example of a situation where harm can be caused by people's behaviour ● Pupils can describe at least two pro-social and two anti-social behaviours ● Pupils can outline at least two strategies people use to make pro-social decisions ● Pupils will have participating actively and constructively in at least one activity and two discussions about 	<ul style="list-style-type: none"> ● Pupils establish the method of payment ● Pupils will demonstrate how to accept a cash payment from a customer and put the money in the till ● Pupils can work out the correct change, using electronic calculation if required, and provide to the customer ● Pupils can use the appropriate wrapping/packing for the product with regard to size, weight and presentation ● Pupils can handle goods hygienically and safely throughout the sale process on two occasions ● Pupils can carry out the procedure using a polite manner at all times. 	<ul style="list-style-type: none"> ● Pupils can identify at least two factors which can influence customer satisfaction ● Pupils can suggest one way in which customer satisfaction can be monitored ● Pupils can suggest one way in which customer satisfaction can be improved ● Pupils will take part in a role play about customer satisfaction.
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	<p>pro-social decision making</p> <ul style="list-style-type: none"> • Pupils can demonstrate using problem solving skills within activities or discussions during the sessions with their key worker. 		
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Cycle Two			
Autumn 1		Autumn 2	
Understanding Earnings		Careers and Job Applications	
Encountering	Developing	Encountering	Developing
<p>AQA Unit Award: Money 119350</p> <ul style="list-style-type: none"> • Pupils will be able to recognise all the British coins • Pupils will be able to order all British coins according to their value 	<p>AQA Unit Award: Understanding Earnings 108625</p> <ul style="list-style-type: none"> • Pupils will be able to identify the minimum wage for at least two age groups. 	<p>AQA Unit award: Applying for jobs and courses PSE038</p> <ul style="list-style-type: none"> • Pupils will complete a basic job or course application form • Pupils can produce a basic letter of application for a given job or course 	<p>AQA Unit Award: Preparation for working life 117575</p> <ul style="list-style-type: none"> • Pupils can demonstrate how to use at least two different resources, eg careers library, computer programmes, oral presentations, to research

<ul style="list-style-type: none"> • Pupils will be able to make 10p in at least three different ways. 	<ul style="list-style-type: none"> • Pupils will be able to identify one purpose Income tax is used for. • Pupils will be able to identify one purpose National Insurance is used for. • Pupils will be able to identify two jobs they could do. • Pupils will be able to identify two qualities needed for the two jobs identified • Pupils will be able to calculate weekly and yearly income for the two jobs identified. • Pupils will understand that different jobs carry different salaries. • Pupils will understand that the minimum wage varies according to age. • Pupils will be able to use a spreadsheet to calculate their income from a salary 	<ul style="list-style-type: none"> • Pupils can produce a basic CV • Pupils will prepare answers to two given questions which might be asked in an interview for a given job or course • Pupils can identify two examples of good practice and two examples of bad practice when attending an interview and give a reason why each is either good or bad practice • Pupils can answer appropriately and ask relevant questions in a real or simulated interview • Pupils can select three pieces of relevant information that can be used to support an application for a given job or course and communicate why each is relevant. 	<p>at least two possible career options</p> <ul style="list-style-type: none"> • Pupils can research and then compare the main academic and vocational post-16 options • Pupils can prepare for a careers interview by identifying their strengths and areas for development • Pupils can use technology to produce a careers action plan • Pupils can use technology to produce a CV
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	<p>and their outgoings to enable them to understand how much money they have for leisure.</p>		
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Spring 1		Spring 2	
Responsibilities at work		Vocational Skills Development	
Encountering	Developing	Encountering	Developing
<p>AQA Unit Award: Participating in group work 111956</p>	<p>AQA Unit Award: Employability skills: problem solving 30342 Entry level</p>	<p>AQA Unit Award: Digital Employability Skills: Introduction 30386 Entry Level</p>	<p>AQA Unit Award: Digital Employability Skills: Introduction 30380 Level 1</p>
	<ul style="list-style-type: none"> • Pupils can identify at least one problem which 		

- Pupils will contribute to the development of a set of ground rules for the group
- Pupils can express their own opinions and ideas appropriately within the group
- Pupils can listen to and consider the ideas and opinions of others
- Pupils are able to participate fully in all group activities, eg group discussion, in sessions attended
- Pupils are able to work in a peer group
- Pupils can demonstrate effective decision making within a peer group.

might be encountered in the workplace

- Pupils can identify at least two ways in which a given problem in a workplace could be dealt with
- Pupils can solve a simple given work-related problem on own
- Pupils can work as a member of a group to help solve a simple given work-related problem
- Pupils will have experience undertaking at least two problem solving tasks relevant to the world of work
- Pupils have experience of using problem solving skills when solving a problem.

- Pupils will identify at least one example of a digital employability skill
- Pupils can identify at least one example of social media
- Pupils have shown one way in which recruiters are able to use social media or software to match job vacancies with those people looking for jobs
- Pupils can state one way in which someone looking for a job can use the internet to search for job vacancies
- Pupils can state one way in which a person can develop a digital public profile that prospective employers can access
- Pupils can say what is meant by e-safety
- Pupils can give one example of how personal e-safety might be compromised

- Pupils will identify at least three examples of digital employability skills
- Pupils will be able to send and receive emails ensuring a professional tone.
- Pupils will learn information that should not be shared by email in the workplace
- Pupils will understand the purpose of an email and their uses and limitations.
- Pupils will identify at least three examples of social media
- Pupils will identify one difference between digital skills associated with social media and digital competency skills needed in the workplace
- Pupils can show knowledge of one way in which recruiters are able to use social media or software to match job vacancies with the skills of people looking for jobs

		<ul style="list-style-type: none">• Pupils can state one way in which he/she can stay safe in the digital world• Pupils will have experience using the internet to research digital employability skills and job vacancies.	<ul style="list-style-type: none">• Pupils can show knowledge of one way in which someone looking for a job can use the internet to search for job vacancies• Pupils can show knowledge of two ways in which a person can develop a digital public profile that prospective employers can access• Pupils can show knowledge of what is meant by e-safety• Pupils can show knowledge of two examples of how personal e-safety might be compromised• Pupils can state two ways in which they can stay safe in the digital world• Pupils can demonstrate ways of using the internet to research digital employability skills and job vacancies.
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Summer 1		Summer 2	
Personal Development		Communication in the Workplace	
Encountering	Developing	Encountering	Developing
<p>AQA Unit Award:</p> <p>PERSONAL ACTION PLANNING PSE001</p> <p>Entry 1</p>	<p>AQA Unit Award:</p> <p>PSE003 PERSONAL ACTION PLANNING</p> <p>Entry 3</p>	<p>AQA Unit Award:</p> <p>Relationships, behaviour and practices in the workplace PSE041</p> <p>Entry 1</p>	<p>AQA Unit Award:</p> <p>Relationships, behaviour and practices in the workplace PSE042</p> <p>Entry 2</p>
<ul style="list-style-type: none"> • Pupils can recognise, from given material, three of own strengths • Pupils can recognise, from given material, three of own weaknesses • Pupils can choose, from given material, one priority area for improvement • Pupils can recognise, from given material, one target which will help to improve 	<ul style="list-style-type: none"> • Pupils can classify own performance across skills and/or qualities into strengths and weaknesses • Pupils can review the classification with a peer or adult and record any agreed amendments • Pupils will prioritise two areas for improvement from 	<ul style="list-style-type: none"> • Pupils can communicate the job titles of three job roles in a familiar workplace, eg own school or college Pupils can communicate two responsibilities of a named person in the workplace • Pupils can recognise, from given material, one example of equal opportunities in the workplace 	<ul style="list-style-type: none"> • Pupils can identify the job titles of three roles in a given workplace, eg a hotel, a supermarket • Pupils will identify, from given materials, two major responsibilities of an employee and two of an employer • Pupils can identify, from given materials, two examples of equal opportunities in the workplace

<p>own performance in the priority area</p> <ul style="list-style-type: none"> • Pupils can communicate the target and how it might be achieved. 	<p>the amended classification</p> <ul style="list-style-type: none"> • Pupils can identify two targets from the priorities which will help to improve own performance • Pupils can produce an action plan for both targets including information on the action required and the review date • Pupils will review the action plan by the deadline dates • Pupils can state briefly why this process was useful. 	<ul style="list-style-type: none"> • Pupils can communicate two health and safety requirements for a given job • Pupils can communicate the meaning of two health and safety warnings in a known environment. 	<ul style="list-style-type: none"> • Pupils can identify, from given material, two major roles of trade unions • Pupils can identify, from given materials, three health and safety requirements for a given job. • Pupils will be able to use the internet to research information and understand the importance of fact checking.
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Cycle Three			
Autumn 1		Autumn 2	
Self Advocacy		Pro Social Decision Making	
<p>Encountering</p> <p>AQA Unit Award: Compiling a curriculum vitae 30359 Entry level</p>	<p>Developing</p> <p>AQA Unit Award: Compiling a computerised curriculum vitae 30358 Entry level</p>	<p>Encountering</p> <p>AQA Unit Award: Positive communication and behaviour 119428 Pre Entry level</p>	<p>Developing</p> <p>AQA Unit Award: Digital employability skills: social networking 3038 Entry Level</p>
<ul style="list-style-type: none"> • Pupils can identify the essential elements of a CV, eg own surname and forename(s), address, contact details, educational history and achievements, work experience, hobbies, 	<ul style="list-style-type: none"> • Pupils can identify the essential elements of a CV, ie own surname and forename(s), address, contact details, educational history and achievements, work experience, hobbies, interests and positions 	<ul style="list-style-type: none"> • Pupils can observe effective and ineffective ways of communicating feelings • Pupils participating in role play linked to positive communication and behaviour 	<ul style="list-style-type: none"> • Pupils can identify one way in which a CV can be supplemented by a social networking activity • Pupils will discuss how at least one of the following can be used to support a CV: LinkedIn, Facebook, Twitter, YouTube, Google+

<p>interests and positions of responsibility, names and contact details of two referees</p> <ul style="list-style-type: none"> • Pupils can use a keyboard to type information into a given format. • Pupils can record this information in draft form • Pupils can transfer this information into a given appropriate CV format • Pupils have shown knowledge of what a CV is • Pupils can state when a CV should be used • Pupils can state at least one feature 	<p>of responsibility, names and contact details of two referees</p> <ul style="list-style-type: none"> • Pupils will understand the importance of saving a document and naming it something that enables them to find it easily at a later date. • Pupils can collect this information in draft form • Pupils can input this information into a given computerised CV template • Pupils can edit the inputted information where appropriate • Pupils can print out a copy of the CV document 	<ul style="list-style-type: none"> • Pupils will state at least two different emotions and physical feelings • Pupils can reflect on their behaviour • Pupils can show awareness of the results of their actions • Pupils can identify appropriate ways of behaving in at least two different situations • Pupils can use agreed codes of behaviour. 	<ul style="list-style-type: none"> • Pupils can identify one reason why it is important to produce error free text when using social media to promote him/herself • Pupils have shown knowledge of one way in which employers use social media to match job vacancies with those people searching for work • Pupils can state at least one piece of digital information about a person which an employer might search for before interviewing and/or offering employment • Pupils can say at least one way in which a personal website or blog can be used to support a CV, eg to showcase talents and testimonials • Pupils can give one reason why it might be beneficial
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<p>which makes a CV effective</p> <ul style="list-style-type: none"> • Pupils can give at least one reason why an accurate CV can be valuable to its writer • Pupils can state at least one reason why an accurate CV can be valuable to an employer, education or training establishment. 	<ul style="list-style-type: none"> • Pupils have shown knowledge of what a CV is • Pupils can state when a CV should be used • Pupils can state at least one feature which makes a CV effective • Pupils can give at least one reason why an accurate CV can be valuable to its writer • Pupils can give at least one reason why an accurate CV can be valuable to an employer, education or training establishment. 		<p>for a job seeker to follow and/or join an appropriate group on social media</p> <ul style="list-style-type: none"> • Pupils will have experience using social media in a work-related context.
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Spring 1		Spring 2	
Customer service		Professional Communication	
Encountering	Developing	Encountering	Developing
<p>AQA Unit Award: Customer service in the hospitality industry (unit 1) 117668 Pre Entry</p>	<p>AQA Unit Award: Customer service in the hospitality industry (unit 3) 117674 Entry Level</p>	<p>AQA Unit Award: Giving a Presentation 117450</p>	<p>AQA Unit Award: ICT Skills: Powerpoint</p>
<ul style="list-style-type: none"> • Pupils can find a picture of someone giving good customer service at three different types of hospitality establishments • Pupils can sort given phrases into examples of good customer service and bad customer service • Pupils can draw a picture of what they will look like whilst giving good customer service 	<ul style="list-style-type: none"> • Pupils can explain what services customers might want from two different hospitality organisations • Pupils can give at least two examples of how they can provide good customer service • Pupils can explain what might happen if they give bad customer service • Pupils can explain the main ways they can 	<ul style="list-style-type: none"> • Pupils will be able to prepare a short presentation, either using a powerpoint or notes • Pupils will be able to identify times when they may need to present information to more than one person • Pupils will be able to present their ideas on a chosen topic that is appropriate to the audience. 	<ul style="list-style-type: none"> • Pupils will be able to identify times when they may need to present information using a powerpoint. • Pupils will analyse key features of effective and ineffective powerpoint presentations eg not reading from the slides, balancing images and text • Pupils will be able to create a powerpoint document with headers and footnotes

<ul style="list-style-type: none"> • Pupils can show a customer where to sit • Pupils can provide a customer with a menu • Pupils can record the customer's choice in an appropriate manner. 	<p>make a good first impression on customers</p> <ul style="list-style-type: none"> • Pupils can demonstrate the ability to explain three different ways they could communicate with customers in the hospitality industry • Pupils will state the key skills they will need to ensure they give good customer service • Pupils can demonstrate the ability to plan an outfit that would show good personal presentation for their chosen job role in the hospitality industry • Pupils will visit a hospitality provider and review their customer service • Pupils can use appropriate verbal and non-verbal communication skills to greet customers on at least two occasions 	<ul style="list-style-type: none"> • Pupils will be able to communicate their ideas effectively. • Pupils will be able to produce notes to support their presentation. • Pupils will be able to keep their presentation to time. 	<ul style="list-style-type: none"> • Pupils will be able to manipulate and format at least two images. • Pupils will be able to create and format a minimum of two charts and tables, completed with labels and titles • Pupils will be able to present to an audience using a clear voice, appropriate referencing to a powerpoint, using transitions and special effects.
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	<ul style="list-style-type: none"> • Pupils can give customers a suggestion on what they might like to try at the hospitality establishment • Pupils will show good customer service standards whilst working at the school café on at least two occasions. 		
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Summer 1		Summer 2	
Careers and Job Applications		Responsibilities at work	
<p style="text-align: center;">Encountering</p> <p>AQA Unit Award: Investigating work, learning and training opportunities 13275 Entry level 1</p>	<p style="text-align: center;">Developing</p> <p>13256 INVESTIGATING WORK, LEARNING AND TRAINING OPPORTUNITIES</p> <p>Entry Level 3</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=13256</p>	<p style="text-align: center;">Encountering</p> <p>13276 RIGHTS AND RESPONSIBILITIES IN THE WORKPLACE</p> <p>Entry level 1</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=13276</p>	<p style="text-align: center;">Developing</p> <p>AQA Unit Award: Rights and responsibilities in the workplace 13259</p> <p>Entry level 3</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=13259</p>

<ul style="list-style-type: none"> • Pupils can recognise, from a given list, two work categories available locally, eg office work • Pupils can communicate one job available from each category, eg category - office work, job - secretary • Pupils can recognise, from given material, one organisation that would provide Post-16 learning opportunities • Pupils can recognise, from given material, one organisation that would provide work-based training locally. 	<ul style="list-style-type: none"> • Pupils can identify at least three different categories of work available locally, eg office work, building and construction • Pupils will use technology to research and produce basic information about at least one of these categories, including names of employers and their location • Pupils will identify three different jobs available in the selected category • Pupils will produce a list of at least two different skills required for each of the jobs in the selected category • Pupils can identify two jobs that would be available in the region but are not available locally • Pupils can identify from local research at least 	<ul style="list-style-type: none"> • Pupils can recognise the meaning of two different health and safety signs in a given workplace environment • Pupils can recognise, from given examples, at least two different items of protective clothing that must be provided by an employer in the workplace • Pupils can communicate at least one reason why one of the items of protective clothing must be worn, eg a hard hat is to protect the head • Pupils can recognise two potential risks in a given work environment • Pupils can communicate one right, eg to be paid, and one responsibility, 	<ul style="list-style-type: none"> • Pupils can identify the main health and safety requirement relating to working in a specific area • Pupils can give at least two different reasons why health and safety requirements in a workplace are important • Pupils can identify appropriate protective clothing for at least two different work activities • Pupils can give a specific reason for wearing each protective item • Pupils will describe briefly two major responsibilities and two major rights of an employee and an employer, outside the area of health and safety • Pupils can demonstrate understanding of the meaning of the term 'safe environment' in relation to a given/chosen workplace.

	<p>one category of work that is advertising vacancies and state two of the jobs available in it</p> <ul style="list-style-type: none">● Pupils will learn how to insert and format images into a word document● Pupils can use technology to research and produce basic information about at least one Post-16 learning opportunity and at least one training opportunity offered locally, including the focus of the learning/training, who provides it and where it is provided.	<p>eg to be punctual, of an employee outside the area of health and safety.</p>	
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