



## **Post - 16 Work Related Learning at Mapledown**

### **Intent**

Our ambitious Work Related Learning [WRL] Curriculum is designed to provide our Post-16 pupils the opportunity to develop and consolidate transferable skills which are used in future provision and adult life. This will include developing important life and social skills needed for becoming members of the community. The WRL curriculum incorporates the skills needed for adult life for all young people, widening experiences and learning from different people, alongside learning about the World of Work. The WRL curriculum will enable all pupils to experience the WoW and aims to provide most pupils with meaningful opportunities to enable them to engage in the world of work and provide impartial guidance and appropriate educational opportunities, which will support such aspirations. The WRL offer will build on each pupils previously acquired skills e.g. independence, communication, social, life and key skills in a tailored way through an accompanying curriculum based on the world of work. The curriculum offer aims to promote ambition, aspiration and achievement through everyday life and work experiences at school and empowers learners to manage appropriate roles and responsibilities within their class and their WRL group. The post-16 offer addresses WRL modules which enables the 'businesses' to develop as pupils' skills do, as well as alongside pupils moving through the school and eventually into adult life. Pupils are able to embed their learning and continue to develop their skills, knowledge and understanding of the World of Work and subsequent WRL skills needed for tasks/jobs in an informed way. The WRL curriculum is designed to prepare all pupils well through learning about, for and through work and to understand what work is and the contribution they will need to make to it where appropriate.

### **2025-26 Aims**

- Pupils select one of the 5 WRL businesses in September
- Opportunities for pupils to join mixed groups and maximising socialising
- Learn variety of skills over 3 years to prepare for college and adulthood, potential for adapted, supported work placements

### **Implementation**

Gatsby Benchmarks (this is what is deemed as good career guidance by the Gatsby Charitable Foundation, created in 2013)

1. Stable careers programme on website and photo evidence
2. Future Pathways - we need to build links with colleges, charities, placements, farms etc
3. Individualised programme - each teacher to keep record of achievements

4. Careers linked to curriculum - we need to be creative - maybe see what colleges are doing and link with them - what do the kids need to know/learn?
5. Every pupil to have one meaningful encounter with an employer - so need speakers, mentors and enterprise schemes.
6. Experience of work places - shops, farms, tescos, hotels - create a bank of links
7. Over time students to have a range of experiences
8. Have personal guidance - maybe create a pupil choices sheet, and keep a record of what they have done - we can create this.

Think Functional, adulthood, independence, preparation for college, skills for work experience/world of work, hobbies

Should include:

- opportunities to learn NEW skills (from food hygiene to sorting, labelling, tidying up, H&S, keeping a healthy lifestyle, etc),
- embed functional skills (does everyone know what this looks like),
- develop independence in all areas above
- promote teamwork, choice making, planning, designing, creating, problem solving, prepare students for the next stage in their education
- traveling in the community / travel training
- accessing the community - shopping skills, interaction in businesses/coffee shops, etc
- money - value/exchanging
- what would literacy look like: reading recipes, instructions, etc, writing adverts, cards, etc.
- other areas of learning should be cross curricular
- Inclusion opportunities with other young people
- How to keep up a healthy lifestyle - spending time outdoors, at the gym, swimming

Creating a CV to summarise WRL experiences and skills

## Impact

- An opportunity for college and families to see what skills/interests young people have help guide future decision
- Young people to gain skills to be able to be best prepared for adulthood
- Pupils are able to enter adult life beginning to demonstrate that they have an increased understanding in, and confidence to, apply functional skills learnt to practical activities. Pupils will be able to demonstrate and show more autonomy in making informed choices about their future. They will achieve nationally recognised qualifications where appropriate and become more ambitious for their future.
- Pupils will learn holistic skills so they learn and develop through a vocational approach to teaching and learning which enables each individual to be prepared for adulthood and succeed in their next steps of education and/or work.

## WRL 'Businesses'

Catering	Site Maintenance	Entertainment	Clothes Shop	Gardening
<p><i>Examples of activities to enable opportunities:</i></p> <p>Make food to sell</p> <p>Make some money to buy treats for the team</p> <p>Manage a business and catering skills</p> <p>Develop Independence Skills</p> <p>Develop Social Skills</p> <p>Develop Literacy Skills</p> <p>Numeracy Skills with Real-Life Skill/s</p>	<p><i>Examples of activities to enable opportunities:</i></p> <p>We are learning about...</p> <p>Maintenance and caretaking jobs around the school and local community</p> <p>Health and safety whilst at work</p> <p>Wearing appropriate clothing</p> <p>Using different tools</p> <p>How we can create business opportunities</p>	<p><i>Examples of activities to enable opportunities:</i></p> <p>We will learn how to...</p> <p>Organise fun social events for the whole school</p> <p>Market our events</p> <p>Practice our art skills whilst creating posters for our events.</p> <p>Practice our computer skills and our literacy skills</p> <p>Learn about celebrations throughout the year</p> <p>Practice our social skills with all the new friends we make</p>	<p><i>Examples of activities to enable opportunities:</i></p> <p>We are learning how to...</p> <p>Collect, sort, wash and hang clothes in preparation for sales.</p> <p>Take photos and write descriptions about our clothing</p> <p>Package and post orders</p> <p>Develop computer skills.</p> <p>Cross a road safely</p>	<p><i>Examples of activities to enable opportunities:</i></p> <p>We are learning about...</p> <p>Growing and caring for plants</p> <p>Working as a team to prepare the plant beds for spring planting</p> <p>Selling plants to make money to invest into our business</p> <p>Learning how to use gardening tools and equipment.</p> <p>Learning about safety in the garden.</p> <p>Making choices and decisions</p> <p>We will learn independence skills</p> <p>Learning about the seasons</p> <p>Practicing our literacy and numeracy skills</p>

## Curriculum - PM Sessions

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Me, Myself and and Teamwork</b></p> <p>Meeting People Who Am I? What do I like? What don't I like?</p> <p>Citizenship - potentially visits to Town Hall?</p> <p>What am I good at? What do I want to learn about</p> <p>Independence Making choices Developing my voice</p>	<p><b>Me, Myself and and Teamwork</b></p> <p>WRL Enterprise Group Planning (see above)</p> <p>Listening to different people</p> <p>Coming up with a plan</p> <p>Learning new skills</p> <p>Time Management</p> <p>Being ready to work</p> <p>Being safe at their workplace</p> <p>Team work</p>	<p><b>Healthy Lifestyle</b></p> <p>Hobbies and Healthy Lifestyles</p> <p>Gym (visits to Hendon)?</p> <p>Social Groups (e.g. Mencap)</p> <p>Making friends</p> <p>Developing links with other schools (e.g. Northway, Henrietta barnet, Clarion) and within the community (e.g Saracens, Unitas, Middlesex Cricket Club)</p> <p>Post-16 Social Club</p>	<p><b>Healthy Lifestyle</b></p> <p>What do I like to do for fun / relaxation to stay healthy?</p>	<p><b>Moving On and Up</b></p> <p>Travel training</p> <p>Accessing the community - walking, bus, train</p> <p>Visits to libraries</p> <p>Support with Freedom Passes</p> <p>Links with TFL and Police</p> <p>Learning how to ask for help</p> <p>Safety and First Aid</p> <p>Road safely</p> <p>Money skills</p>	<p><b>Moving On and Up</b></p> <p>Preparing for change</p> <p>Preparation for College</p> <p>Managing feelings</p>
<p>Throughout the year, with focus on development of Independence: Shopping (Maths and Life-Skills), Cooking, Hobbies, Healthy Life-Styles, Community Visits, Socialising and Social Skills, Jobs/Duties around the School (e.g. recycling, gardening, office jobs, running a tuck shop)</p>					
<p>Work experience links and engagement in employment:</p> <ul style="list-style-type: none"> <li>- Employers:</li> <li>- Colleges:</li> </ul>					

**Creating a CV (Career and Skills Passport) for every student - Literacy and ICT Focus**

Look at Talantino Autism Employability

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Questions to answer:</i></p> <ol style="list-style-type: none"> <li>1. My photo</li> <li>2. My Name</li> <li>3. Where do I live?</li> <li>4. What do I like?</li> <li>5. What am I good at?</li> </ol>		<p><i>Questions to answer:</i></p> <ol style="list-style-type: none"> <li>1. What jobs am I interested in learning more about? (exploring options and making choices)</li> <li>2. What skills do I need to learn?</li> </ol>		<p><i>Questions to answer:</i></p> <ol style="list-style-type: none"> <li>1. What have I learnt about?</li> <li>2. What skills do I have?</li> <li>3. What different types of work have I experienced?</li> <li>4. What places of work have I visited?</li> </ol>	

<p><i>Skills students to have the opportunity to experience, learn and acquire:</i></p>	<p><i>Skills students to have the opportunity to experience, learn and acquire:</i></p>	<p><i>Skills students to have the opportunity to experience, learn and acquire:</i></p>	<p><i>Skills students to have the opportunity to experience, learn and acquire:</i></p>	<p><i>Skills students to have the opportunity to experience, learn and acquire:</i></p>
<p><i>External-Work Experience Opportunities:</i></p>	<p><i>External-Work Experience Opportunities:</i></p>	<p><i>External-Work Experience Opportunities:</i></p>	<p><i>External-Work Experience Opportunities:</i></p>	<p><i>External-Work Experience Opportunities:</i></p>