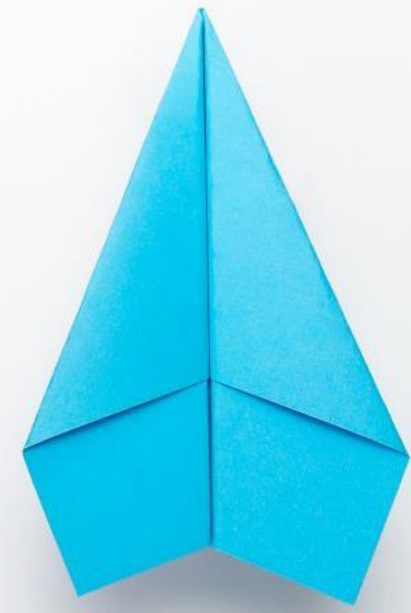


DAWN HOUSE SCHOOL  
EMPLOYABILITY  
FRAMEWORK

**Dawn  
House  
School**



# WHAT SHOULD AN EMPLOYABILITY FRAMEWORK DO?

1

Develop the pupil's ability to become successful learners, confident individuals and responsible citizens

2

Provide the skills necessary for getting, keeping and being successful in a job

3

Open up the world of work and employment possibilities to pupils

# THE FRAMEWORK

- Based on the Career Development Institute's "Framework for careers, employability and enterprise education", D2N2's Employability Framework and West Notts College Employability Framework.
- Lifelong Learning approach
- Covers the SEND Gatsby Benchmarks
- Cross curricular

# CHARACTERISTICS AND QUALITIES



Self-discipline – good attendance, punctuality, good personal hygiene and presentation



Respect – manners and accountability



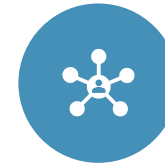
Resilience – listen and learn from successes and mistakes and keep going



Responsiveness – understand that employers want people who will work hard and are accountable for their actions



Aspiration - Have high aspirations for themselves, take ownership of their own development



Co-operative – effective communication, able to work with others



Innovative - Work creatively to achieve their potential and that of the business

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# UNDERSTANDING OF THE WORLD OF WORK

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- Informed - Understand the opportunities available locally and beyond, and make realistic choices
  - Experienced - Have experiences of work that are rewarding and fulfilling
  - Achieving – Achieve qualifications valued by employers
  - Safe – know how to keep themselves safe in the workplace
  - Prepared – know how to apply for jobs and act in interview situations

# THE FRAMEWORK – A LIFELONG LEARNING APPROACH

Stage	I am able to make relationships	I am self-confident and self-aware	I can manage my feelings and behaviour	I can keep myself safe
KS1/2	<p>I will develop an understanding of appropriate relationships through learning about bullying and the qualities of being a good friend. (Co-operative)</p> <p>I will be aware of myself and others and will learn about personal space. (Respect)</p> <p>I will be confident to initiate friendships. (Co-operative)</p> <p>I will describe a local business, how it is run and the products and/or services it provides (Informed)</p> <p>I will describe the main types of employment in my area: past, present and emerging (Informed)</p> <p>I will recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly (Respect)</p> <p>I will know how to make a good impression on other people (Co-operative)</p>	<p>I will learn to take responsibility for my belongings. (Self-discipline)</p> <p>I will develop my ability to look after self by making my own snack and drink. (Safe)</p> <p>I will experience using money purposefully in a safe contexts (tuck shop) using real coins. (Achieving)</p> <p>I will take ownership of my learning: collecting materials needed in lesson or across the school day. (Self-discipline)</p> <p>I will take own responsibility in school that enables me to transition with some independence across the building (class jobs, sending messages etc) (Responsiveness)</p> <p>I will describe what I am like, what I am good at and what I enjoy doing (Aspiration)</p> <p>I will explain how to get what I want (Aspiration)</p> <p>I will identify what I am learning from careers, employability and enterprise activities and experiences (Informed)</p> <p>I will give examples of what it means to have a career (Informed)</p> <p>I will give examples of what people like and dislike about the work they do (Informed)</p> <p>I will identify key qualities and skills that employers are looking for (Informed)</p>	<p>I will learn how to consider the needs and feelings of those around me. (Respect)</p> <p>I will learn who I can ask for help in different situations including at school, at home or at clubs or respite. (Safe)</p> <p>I will be confident to share my emotions in an appropriate manner. (Co-operative)</p> <p>I will understand my expectations in different contexts. (Responsiveness)</p> <p>I will build on my self-occupancy skills (Innovative)</p> <p>I will show that I can use my initiative and be enterprising (Responsiveness)</p>	<p>I will learn about the underpants rule and where appropriate follow the NSPCC Speak Out Stay Safe Programme. (Safe)</p> <p>I will develop an understanding of stranger danger (Safe)</p> <p>I will learn how to keep safe on the roads. (Safe)</p> <p>I will learn about my personal hygiene and why it is important. (Self-Discipline)</p> <p>I will be aware of how to keep myself safe and well when I am learning and playing (Safe)</p> <p>I will show that I can make considered decisions about saving, spending and giving (Aspirational)</p> <p>I will know how to make plans and decisions carefully (Safe)</p> <p>I will be aware of where to get impartial information and support when I need it and how to make good use of it (Informed)</p>

Stage	I am able to make relationships	I am self-confident and self-aware	I can manage my feelings and behaviour	I can keep myself safe
<b>KS3</b>	<p>I will develop an understanding of my role in the community: looking after those that need it and how to be a good friend. (Co-operative)</p> <p>I will learn about appropriate touch and how to show friendship appropriately. (Respect)</p> <p>I will identify how to stand up to stereotyping and discrimination that is damaging to me and those around me (Respect)</p>	<p>I will learn to take responsibility for my belongings including making beds and folding clothes. (Self-discipline)</p> <p>I will learn about keeping healthy and how to make good choices. (smoking as well as healthy diets) (Self-discipline)</p> <p>I will develop an understanding of money in the community: waiting for my change, keeping money safe (Achieving)</p> <p>I will develop my ability to look after self by learning to cook simple meals. (Safe)</p> <p>I will continue to have access to work based learning (forms, using ICT, telling the time, following schedules) to prepare me for the world of work (Achieving)</p> <p>I will receive accreditation for my learning (Achieving)</p> <p>I will describe myself, my strengths and preferences (Aspiration)</p> <p>I will be able to focus on the positive aspects of my wellbeing, progress and achievements (Self-discipline)</p> <p>I will explain how I am benefitting as a learner from careers, employability and enterprise activities and experiences (Informed)</p> <p>I will describe different explanations of what careers are and how they can be developed (Informed)</p> <p>I will give examples of different business organisational structures (Informed)</p> <p>I will recognise the qualities and skills I have demonstrated both in and out of school that will help to make me employable (Innovative)</p> <p>I will recognise when you are using qualities and skills that entrepreneurs demonstrate (Innovative)</p> <p>I will know how to prepare and present myself well when going through a selection process (Prepared)</p>	<p>I will learn how to consider the needs and feelings of those around me. (Co-operative)</p> <p>I will understand my expectations in different contexts. (Responsiveness)</p> <p>I will continue developing confidence sharing my emotions in an appropriate manner and managing changes through puberty. (Respect)</p> <p>I can communicate activities I like to undertake both with peers or alone (Co-operative)</p> <p>I can build on my self-occupancy (Innovative)</p> <p>I will show that I can be positive, flexible and well-prepared at transition points in my life (Resilience)</p>	<p>I will revisit the underpants rule and where appropriate revisit or begin the NSPCC Speak Out Stay Safe Programme. (Safe)</p> <p>I will develop an understanding of stranger danger and who safe strangers are. (Safe)</p> <p>I will learn how to keep safe on the roads by recognising hazards and learning how to keep safe at night. (Safe)</p> <p>I will learn my personal details and how to keep them safe: online safety etc (Safe)</p> <p>I will learn about how my body will change and how to take care of it (shaving, changing hygiene routines, menstruation, puberty and masturbation) (Self-discipline)</p> <p>I will learn when I need to address personal care or intimate care and what the indicators are to tell me. (Self-discipline)</p> <p>I will give examples of different kinds of work and why people's satisfaction with their working lives can change (Informed)</p> <p>I will be aware of what labour market information (LMI) is and how it can be useful to me (Informed)</p> <p>I will be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you (Safe)</p> <p>I will identify my personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services (Informed)</p> <p>I will show that I can manage my own budget and contribute to household and school budgets (Innovative)</p>

Stage	I am able to make relationships	I am self-confident and self-aware	I can manage my feelings and behaviour	I can keep myself safe
<b>KS4</b>	<p>I will be confident to transition within the local and wider community to access outside provision. (Resilience)</p> <p>I will be confident to initiate friendships outside of school. (Respect)</p> <p>I will learn about consent and different types of relationships (Respect)</p> <p>I will recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know my rights and responsibilities in relation to these issues (Respect)</p>	<p>I will develop my ability to look after self by learning what items I will need for a weekly shop including cleaning products (Self-discipline)</p> <p>I will develop an understanding of money: budgeting and how to money manage (Achieving)</p> <p>I will undertake work experience (Experienced)</p> <p>I will receive accreditation for my learning (Achieving)</p> <p>I will have access to careers guidance (Informed)</p> <p>I will recognise how I am changing, what I have to offer and what's important to me (Aspiration)</p> <p>I will explain how I manage my wellbeing, progress and achievements through telling my story in a positive way (Self-discipline)</p> <p>I will review and reflect upon how I am benefitting as a learner from careers, employability and enterprise activities and experiences (Prepared)</p> <p>I will discuss the skills involved in managing my own career (Informed)</p> <p>I will explain different types of business organisational structures, how they operate and how they measure success (Informed)</p> <p>I will show how I am developing the qualities and skills which will help me to improve my employability (Innovative)</p> <p>I will be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals (Informed)</p>	<p>I will demonstrate the confidence to take risks. (Innovative)</p> <p>I will understand my expectations in different contexts including the local community and outside provision. (Responsiveness)</p> <p>I will continue developing confidence sharing my emotions in an appropriate manner and managing changes through puberty. (Respect)</p> <p>I will know my rights and responsibilities in a selection process and strategies to use to improve my chances of success (Prepared)</p> <p>I will review and reflect on previous transitions to help me improve my preparation for future moves in education, training and employment (Prepared)</p> <p>I will show that I can be enterprising in the way I learn, work and manage my career (Innovative)</p>	<p>I will revisit the underpants rule and where applicable the NSPCC Speak Out Stay Safe Programme (Safe)</p> <p>I will experience travel training (Safe)</p> <p>I will learn about drugs and alcohol and how to stay healthy and keep safe. (Safe)</p> <p>I will learn about sexual relationships and how to keep myself safe. (Safe)</p> <p>I will explain how work and working life is changing and how this may impact on my own and other people's career satisfaction (Informed)</p> <p>I will be able to find relevant labour market information (LMI) and know how to use it in my career planning (Prepared)</p> <p>I will be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices (Safe)</p> <p>I will build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services (Informed)</p> <p>I will show that I can manage financial issues related to my education, training and employment choices including knowing how to access sources of financial support that may be open to me (Innovative)</p> <p>I will know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on me (Resilience)</p>



Stage	I am able to make relationships	I am self-confident and self-aware	I can manage my feelings and behaviour	I can keep myself safe
<b>KS5</b>	<p>I will be confident to transition within the local and wider community to access outside provision. (Resilience)</p> <p>I will be confident to access a range of provision and to know how to form relationships with unfamiliar people. (Co-operation)</p> <p>I will have a personalised transition package to support me journeying to next step. (Prepared)</p> <p>I will be able to plan my own leisure time. (Innovative)</p> <p>I will recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know my rights and responsibilities in relation to these issues (Respect)</p>	<p>I will know activities I enjoy and what I want to do in the future. (Aspiration)</p> <p>I will demonstrate an understanding of money: budgeting and how to money manage (Achieving)</p> <p>I will have further access to careers guidance (Informed)</p> <p>I will have access to vocational training (Prepared)</p> <p>I will receive accreditation for my learning (Achieving)</p> <p>I will assess how I am changing and be able to match my skills, interests and values to requirements and opportunities in learning and work (Aspiration)</p> <p>I will reflect on the positive elements in my career story to show the responsibility I am taking for managing my own wellbeing, progress and achievements (Aspiration)</p> <p>I will discuss the skills involved in managing my own career (Aspiration)</p> <p>I will explain different types of business organisational structures, how they operate and how they measure success (Informed)</p> <p>I will show how I am developing the qualities and skills which will help me to improve my employability (Responsiveness)</p>	<p>I will be confident to share my feelings and have strategies to manage them. (Respect)</p> <p>I will understand my expectations in different contexts including the local community and outside provision. (Responsiveness)</p> <p>I will show that I am proactive in taking part in and learning from careers, employability and enterprise activities and experiences (Responsiveness)</p> <p>I will show that I can be enterprising in the way I learn, work and manage my career (Innovative)</p> <p>I will be able to research my education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals (Informed)</p> <p>I will know my rights and responsibilities in a selection process and strategies to use to improve my chances of success (Prepared)</p> <p>I will review and reflect on previous transitions to help me improve your preparation for future moves in education, training and employment (Experienced)</p>	<p>I will revisit the underpants rule and where applicable the NSPCC Speak Out Stay Safe Programme (Safe)</p> <p>I will utilise travel training within the community (Safe)</p> <p>I will know where to go to access support (family planning, GUM clinics) (Informed)</p> <p>I will understand how to keep myself safe online particularly regarding social media (Safe)</p> <p>I can find help in unfamiliar situations/environments or with unfamiliar people (Resilience)</p> <p>I will explain how work and working life is changing and how this may impact on my own and other people's career satisfaction (Informed)</p> <p>I will be able to find relevant labour market information (LMI) and know how to use it in my career planning (Informed)</p> <p>I will be aware of my responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices (Safe)</p> <p>I will build my personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services (Informed)</p> <p>I will show that I can manage financial issues related to my education, training and employment choices including knowing how to access sources of financial support that may be open to me (Informed)</p> <p>I will know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on me (Innovative)</p>

# DELIVERY

- Pupils have access to personalised support and guidance to help them build confidence to take charge of their career development and manage their progression through learning and work.
- We set high aspirations for our pupils to consider a range of options and routes in order for them to fulfil their ambitions and full potential.
- In order to do this we embed careers education throughout our school curriculum, with specific input at key milestones in their educational and developmental stages.
- This will include:
  - role play scenarios
  - problem solving and team building skills
  - confidence and social skills building activities
  - enterprise projects
  - work experience that is appropriate and relevant to them
  - college and work place visits
  - workshops from visiting speakers
  - individual careers mentoring
  - enrichment projects in school and within the wider community
  - careers and educational fairs
  - taster sessions at local colleges and educational provision
  - accredited learning tailored to individual learners

Our links with local colleges and places of work support our delivery of our careers guidance and education in order to provide a broad variety of opportunities and current information.

# DELIVERY

## Cross-curricular links -

- Literacy and communication skills e.g. writing well, recognising products or pictures, communicating well verbally or by pictures/signing
- Numeracy skills e.g. core numeracy skills such as recognising numbers and counting; reading the time, understanding bar charts and graphs,
- PSHE and SMSC e.g. preparation for adult life, respect for others
- Computing e.g. computer literate, able to use technology to assist and inform
- Vocational qualifications
- Discrete Careers lessons, trips and experiences.

# TOOLS

- Compass Careers SEND Benchmark tool
- Chamber Schools
- D2N2
- Enterprise Advisers
- Local business links
- Local colleges
- Supported Internships
- The Careers and Enterprise Company Directory

# MONITORING, REVIEW AND EVALUATION

- Evaluations take place after career-related events so we can assess whether or not career outcomes have been met.
- Evaluations are carried out from time to time and will take the form of questionnaires, evaluation forms, and feedback on aspects of the programme, as required.
- Assessment takes place through verbal feedback/assessment, observation and written assessment. Each pupil will have a record of the activities they have participated in relating to careers. This will support the young person to have personalised advice and guidance based on their experiences.

# INCLUSION

- We aim to promote positive ways in which our career guidance and education curriculum addresses a broad spectrum of equal opportunities. Students are encouraged to develop skills for dealing with discrimination of all forms and there is an assurance no student will suffer discrimination as a consequence of ethnicity, gender, social background or disability. All students are offered impartial, confidential and detailed advice regarding choices of destination and appropriate pathways.

# STATEMENT OF PROVIDER ACCESS

- This statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.
- Pupil entitlement - All pupils in years 8-13 are entitled:
  - To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
  - To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
  - To understand how to make applications for the full range of academic and technical courses. Management of provider access requests

# CAREERS TEAM

- Strategic careers lead – Kelly Fedun – [k.fedun@dawnhouse-ican.notts.sch.uk](mailto:k.fedun@dawnhouse-ican.notts.sch.uk) Telephone: 01632 795361
- Careers team – Jacinta Burke, Heather Benjamin, Angela Walters-Harris, A therapist