



PASSPORT TO RETAIL

UNIT 4: EMPLOYABILITY

ELEMENT 1: BECOMING EMPLOYED



EMPLOYABILITY

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DURATION: **6/8 SESSIONS**

YEAR GROUP: **KS3/4 OR 5**

STUDENTS WILL:

- > Gain an insight into employment and how to gain it
- > Understand where to look for employment
- > Learn how to apply for employment
- > Understand how the employment process works and what to expect
- > Develop life skills
- > Be able to develop employability skills for future employment
- > Hold employee encounters virtual and face 2 face
- > Acquire and develop an appropriate vocabulary in written and spoken language
- > Listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate.

ADDITIONAL NEEDS:

- > Class teachers to differentiate according to need

NOCN QUALIFICATION

NOCN links:

- > Preparing for an Interview T/650/0491
 - Learning Outcome 1
 - Learning Outcome 2
 - > Preparing for Further Learning or Employment R/650/0490
 - Learning Outcome 1
 - > Employability Skills Y/650/0492
 - Learning Outcome 4
- You can gather evidence through using the Assessment Booklets, Verbal Feedback and Teacher Observations
- NOCN Assessment Booklets available**

SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem solving
- > Staying positive
- > Teamwork
- > Creativity

KEY WORDS:

- > CV
- > Interview
- > Cover letter
- > Application form
- > Apply
- > Success/rejection
- > Preparation
- > Employment
- > Employer/Employee
- > Vocational profile
- > Job

RESOURCES FOR ALL LESSONS:

- > **UN4E101** - Your Vocational profile
- > **UN4E102** - The different ways to find a job
- > **UN4E103** - How to find a job online (in print)
- > **UN4E104** - How to write a CV (in-print)
- > **UN4E105** - Application form template
- > **UN4E106** - How to write a covering letter (in-Print)
- > **UN4E107** - Employment example timeline
- > **UN4E108** - Preparing, during and after the interview
- > **UN4E109** - Mock Interview
- > **UN4E206** - Effective Communication



SESSION 1: EMPLOYMENT AND MY SKILLS



ACTIVITIES TO SUPPORT LEARNING

Feel free to reach out to DWP or your EA to support with the delivery of this Unit.

1. See if the students understand what the word Employment means? 'the state of having paid work'
2. Discuss with the student what having meaningful employment would mean to them? And how it would benefit their lives?
3. See if the students can list their strengths that would help them in employment?

Vocational profiling is a brilliant tool for students to use. It can help them identify their skills, current knowledge and aspirations. It is a progressive document to be completed over months, even years. It can be updated and amended and used as supporting evidence in an interview etc.

We strongly advise they complete the attached document, or you find a similar one.

4. Look at starting to complete a vocational profile. This may take a few sessions and can be carried through the student's education and beyond.
5. Take this [Buzz Quiz](#) to find your inner animal or find your wings [here](#)

TASK VARIATION:

Try this [Buzz Quiz](#) to find your inner animal. Also try the vocation profile supported.

PMLD TASK VARIATION:

All students can hold a vocational profile, it will help explain their likes and dislikes, hobbies etc. This can be supported and completed on behalf of the studentband will help when starting at a new setting.

LEARNING OUTCOMES

- To understand the meaning of employment
- To explore why employment can support a meaningful life
- To explore skills and strengths
- To learn about vocational profiles and how they can help you
- To start to complete a vocational profile
- Reading
- Writing
- Use of a computer
- Self-evaluation

NOCN links:

- Preparing for Further Learning or Employment R/650/0490 - Learning Outcome 1

DIFFERENTIATION & RESOURCES

- **UN4E101** - Your Vocational profile
- **QA** - Questionnaire



SESSION 2: GAINING EMPLOYMENT



ACTIVITIES TO SUPPORT LEARNING

The following section will cover these aspects:

Looking for employment, applications forms, CV writing, covering letters & timelines of gaining employment.

If you cover any of these in other teaching areas you may just want to recap or skip. Otherwise let's get started.

1. See if the students can list the many ways to find a job.
 - 1a. Utilising the flash card talk through some of the ways that can be used to find employment, see how many the students got right.
 - 1b. Ask the students to search for a job online using the 'How to find a job online' activity. You can give sectors to search or just explore alone.

Applying for a job can feel like a challenge and a chore but it is necessary to find employment.
2. Work through the 'How to write a CV' resource to compile a CV for each student.

Once you have a CV you can use this when asked to complete an application form as most sections are covered in your CV.
3. Ask the students what is the difference between an application form and a CV?
 - 3a, also ask why they think you may be asked to submit an application form instead of a CV.

An application form allows you to cover the relevant criteria quicker, but a CV may uncover details about the candidate which you would never have thought to ask

LEARNING OUTCOMES

- To allow the students to understand what the following is:
 - A CV
 - Different types of gaining employment
 - An Application Form
 - A covering letter
- Allow the students to create their own CV
- Allow the students to complete an application form
- Allow the students to write a covering letter
- To explore an employment timeline and hold a realistic view on how long gaining employment may take from start to finish.

DIFFERENTIATION & RESOURCES

- **UN4E102** - The different ways to find a job
- **UN4E103** - How to find a job online (in print)
- **UN4E104** - How to write a CV (in-print)
- **UN4E105** - sample Application form template
- **UN4E106** - How to write a covering letter (in-Print)
- **UN4E107** - Employment example timeline



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>4. See if the students can use their CV to help them complete an application form. You can use the template or complete an application form, or find one for a course they wish to apply for or an inhouse WEX opportunity to give it context.</p> <p>Covering letters:</p> <p>1. See if the students know what a covering letter is and what it does?</p> <p>A cover letter is necessary as it gives you the chance to explain to an employer why you're the best candidate for the job. You do this by highlighting relevant skills and experience; therefore you should always write your cover letter with the position you're applying for in mind.</p> <p>2. Lets look at what a covering letter should contain and how to write one. Use the activity to support this.</p> <p>It is important a covering letter is not broad and is written specifically towards one job or purpose. The broad information is covered in your CV, the tailored information can be found in a covering letter.</p> <p>Employment timeline</p> <p>1. Applying and starting a new job will not often happen overnight. It is handy to know a realistic timeline to understand the process and how long you will have to wait to start that new job.</p> <p>2. Talk through the example timeline with the students answering any questions they may have.</p> <p>2a. You can share your past experience around the application process and timeline with students from your current or previous jobs.</p>	<ul style="list-style-type: none"> ➤ Reading ➤ Writing ➤ Use of a computer ➤ Self-evaluation 	



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>TASK VARIATION: Support the students through the parts of the section they can manage, some of the activities are in In-print so should support their learning.</p> <p>PMLD TASK VARIATION: Students can continue on with the supported completion of a vocational profile.</p>		



SESSION 3: THE INTERVIEW



ACTIVITIES TO SUPPORT LEARNING

This section will cover skills related to the interview process, again if you cover this in other teaching aspects please recap or skip.

1. Ask the students if they have had an interview of any form before. What do they think will be involved and how do they feel about interviewing?
2. Use the guide and activity to support the teaching of preparing, attending and the follow up of an interview.
3. Work through the Mock Interview activity to help prepare the students with aspects of the interview.

TASK VARIATION:

Support the students through aspects of the resource that is applicable.

Remember [Access to Work](#) can provide people who require support to an interview with 24hours notice, so don't rule this out. We will talk about the benefits of access to work in more detail in a later section.

LEARNING OUTCOMES

- To understand how to prepare for an interview
- To investigate the skills needed to attend an interview
- To learn what to do after an interview
- Speaking
- Listening
- Reading
- Writing

NOCN links:

- Preparing for an Interview
 - Learning Outcome 1
 - Learning Outcome 2

DIFFERENTIATION & RESOURCES

- **UN4E108** - Preparing, during and after an interview
- **UN4E109** - Mock Interview



ADDITIONAL VIDEOS

[Employment Pathways for a young person with SEND in East Sussex](#)

[Ch 4 news report on the disability gap in employment video](#) - interesting video but may dishearten some.

[Top careers for people living with ADHD](#)

[The Aspie world](#)

[How to find and keep a job with autism](#)