



Curriculum Policy

Issue 1

Introduction

At The Future Finders Employability College we believe that the curriculum is a powerful tool that promotes a love of learning and a willingness to achieve each individual's full potential.

The Future Finders Employability College is committed to developing the academic and life skills of all its pupils and students to enable them to lead safe, happy and purposeful lives, contributing economically and socially to society.

The Future Finders Employability College's aim is to replicate the innovative, highly regarded and successful approaches developed within the New Bridge Group. Creating a high quality supported internship course, in which young adults aged 18 to 25 will thrive.

Pupils enter The Future Finders Employability College at various starting points. All pupils have an EHC Plan. Pupils are taught in mixed ability groupings throughout the curriculum.

We are committed to developing the whole young person. Our students will have the opportunity to be creative, to be physically active and to be academically challenged, whilst receiving bespoke and individualised curriculums to meet their additional needs, when appropriate. This may include access to additional therapies, interventions, social stories and scenarios and living skills.

We are continually reviewing and improving the curriculum we offer to our students. The curriculum at The Future Finders Employability College is evolving according to the needs of our students and to the aspirations of the staff and community.

We value the way in which all young people are unique, and our curriculum promotes respect for the views of each individual, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We use the community to enrich the curriculum. We value the rights enjoyed by each person in our society. We respect each student in our college for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all of the young person in our college.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum via the website, homework and are positively encouraged to become involved.

The Future Finders Employability College's vision and ethos will be reflected through its curriculum and will provide:

1. A high quality supported internship programme across the 18-25 age range that will enable students to thrive.
2. Aspirational adult outcomes for all its pupils
3. A broad and balanced curriculum aimed at creating an educational experience that is focused upon and therefore prepares pupils for adult life. The curriculum offer will conform to national government expectations, catering for a broad range of abilities through providing an employability and functional skills based curriculum that adequately prepares our students for working life.

4. A physical environment and teaching approaches that have been created in response to sensitivity to the particular needs of our young people.
5. A wide range of opportunities to access external agencies such as occupational therapy, physiotherapy and speech and language therapy to support individual needs where required.
6. An inclusive environment in which pupils feel safe, confident, are happy and make outstanding progress academically, socially and in the development of their independence skills.
7. Strong partnerships with the families of pupils and collaboration with a range of other agencies, creating a caring and friendly learning environment in which pupils make outstanding progress.
8. A college which is socially viable, enabling pupils to make friendship choices from within their own peer groups.
9. Support services to the families of its pupils.
10. A positive choice for parents.

Curriculum Aims and Objectives

The aims of our college curriculum are:

1. To enable all young people to understand that they are all successful learners.
2. To enable young people to understand the skills and attributes needed to be a successful learner.
3. To enable young people to develop their own personal interests.
4. To promote a positive attitude towards learning, so that young people enjoy coming to college, and acquire a solid basis for lifelong learning;
5. To teach young people the English, Mathematics and Computer skills in order for them to access and achieve throughout the curriculum.
6. To enable young people to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
7. To teach young people about their developing world, including how their environment and society have changed over time;
8. To teach and encourage young people to understand Britain's cultural heritage;
9. To enable young people to be positive citizens in society and to feel that they can make a difference;
10. To enable young people to understand and respect other cultures;
11. To fulfil all the requirements of the Open Award in Employability and achieve their potential in relation to academic qualifications in Employability and Maths and English.
12. To teach young people to have an awareness of their own spiritual development, and to understand right from wrong;
13. To help young people understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
14. To enable young people to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
15. To enable young people to be active and take responsibility for their own health;
16. To enable young people to be passionate about what they believe in and to develop their own thinking;
17. To enable and encourage young people to ask questions and take risks.
18. To enable young people to develop their intellect including their emotional development.

Organisation and Planning

The Employability Curriculum

Open Awards Level 1 Award in Employability and Professional Development (RQF)

The primary purpose of this qualification is to recognise development of employability skills and/or knowledge. This qualification has been designed to either support you with your active search for employment or aid you in your professional development whilst in the workplace. The qualification addresses the increased demand, as an outcome of a changing economy and competitive global environment, for employees across all sectors to be proficient in the application of generic and transferable employability skills. The qualification will enable learners to develop skills, attributes, behaviours and values which contribute to increased confidence and motivation and enable sustained and successful employment.

For the Level 1 Award, you will be required to complete 6 credits and commit to approximately 60 hours of learning. For the Level 1 Certificate, you will be required to complete 13 credits and commit to approximately 130 hours of learning. You will be required to complete credits from each of the unit groups Employability and Professional Development before choosing additional units from either/ both groups to complete the required credit value for the qualification.

Employability units include those such as

- Writing a CV and Cover Letter
- Preparing for Interviews
- Job Applications

Professional Development units include

- Understanding appraisals and Target Settings
- Prioritisation Skills
- Managing Stress in the Workplace

There are also additional units based on leaderships including

- Self-management
- Peer Mentoring
- Improving Assertiveness and Decision Making

Functional Skills English

Functional Skills English is delivered according to the level of the learner after they have been assessed using a variety of assessment tools. The Supported Learning department encourages learners to develop their reading skills and takes part in the national Reading Ahead Scheme. In order to qualify for the prize draw, learners must read a minimum of 6 publications over a period of around 6 months.

Functional Skills Maths

Functional Skills Mathematics qualifications are designed to give pupils the skills to operate confidently, effectively and independently in education, work and everyday life. They have been created in response to employers' perceptions that many learners are not achieving a sufficiently firm grounding in the basics.

Edexcel Functional Skills Qualification in Mathematics at Entry 3: learners should be able to

- add and subtract using three-digit numbers

- solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10
- round to the nearest 10 or 100
- understand and use simple fractions
- understand, estimate, measure and compare length, capacity, weight and temperature
- understand decimals to two decimal places in practical contexts
- recognise and describe number patterns
- complete simple calculations involving money and measures
- recognise and name simple 2-D and 3-D shapes and their properties
- use metric units in everyday situations
- extract, use and compare information from lists, tables, simple charts and simple graphs

Edexcel Functional Skills Qualification in Mathematics at Level 1: learners should be able to

- understand and use whole numbers and understand negative numbers in practical contexts
- add, subtract, multiply and divide whole numbers using a range of strategies
- understand and use equivalences between common fractions, decimals and percentages
- add and subtract decimals up to two decimal places
- solve simple problems involving ratio, where one number is a multiple of the other
- use simple formulae expressed in words for one- or two-step operations
- solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature
- convert units of measure in the same system
- work out areas and perimeters in practical situations

Curriculum Values

Safeguarding: An environment is created where students and staff feel comfortable to express feelings and frequently do so with support from staff and the rest of the group. Learners are consistently encouraged to respect and support each other in all aspects of their study with constant support from staff. Embedded in the curriculum is an awareness of personal safety and the importance of appropriate behaviour. Health and Safety in the class, college and the workplace, or home, are stressed throughout the course of study. All necessary measures are taken so that the physical environment is safe for learners.

Equality and Diversity: An environment is created that is free from discrimination and prejudice and provides equality of opportunity for all concerned that will help shape the development of inclusive, lifelong learning. We have a commitment to work actively towards eliminating discrimination to ensure to the best of our ability that college staff, students and clients are not discriminating against directly or indirectly because of their gender, race, disability, sexuality, nationality, religious beliefs, political inclinations, employment status, social class, caste, age, size, HIV status, marital status or individual learning needs.

Differentiation: Is considered at all stages of planning and work with learners. Activities are planned and facilitated so that learners of all ability levels can participate and achieve. Additional resources and prompts may be available such as in class support, peer support, pictorial prompts etc. Learners are encouraged to be independent in their work as much as possible, to develop problem solving skills, utilise peer support and to seek the support of staff as and when needed.

Personal Skills: Each session, learners will be working towards improving personal and employability skills and will demonstrate their ability to:

Work in pairs/groups

Identify and follow Health & Safety rules

Use initiative

Listen to and follow instructions

Make Presentations

Develop their speaking and listening skills

Take turns

Improve Reading/Writing skills

Be punctual

Follow basic personal hygiene guidelines

Show respect to everyone/the buildings/equipment

Respect ground rules

Regulate their behaviour

Political Matters

From time to time, during the curriculum in different subjects including group tutorial sessions, references will be made to political matters. Staff are required to ensure that political matters of any description are only referred to in a balanced, unbiased way.

Extremism

On rare occasions, staff may have cause for concern regarding extremism due to pupil's behavior, comments or activities. All staff have a duty to ensure that extremism is not tolerated or promoted in college. The DSL will be notified along with the Head of site if any such concerns arise. The college will liaise with the appropriate authorities as maybe necessary