

# **Pathway Tutor**

## **Subject**

### **Overview**

## ROUTE 1– Pathway Tutor (Introductory to Vocational Studies)

### Year 9, Year 10 and Year 11

#### Skills and Knowledge Progression

##### KNOWLEDGE

- DISCOVER, EXPLORE and EXPERIENCE knowledge and understanding through vocational specific units

##### SKILL

- Follow simple instructions to form basic plans
- Co-operating with others and working collaboratively in a team with support
- Skills for the workplace
- Problem solving
- Movement
- Voice and vocal
- Communicating and presenting

##### SPIRAL

- Teamwork
- Work experience
- Developing skills for the workplace
- Communication
- Taking turns
- Asking and answering simple questions
- Making decisions
- Following simple instructions
- Initiating involvement
- Experience careers related events for preparation to post 1

|                        | AUTUMN<br>HALF TERM 1   | AUTUMN<br>HALF TERM 2  | SPRING<br>HALF TERM 1   | SPRING<br>HALF TERM 2   | SUMMER<br>HALF TERM 1   | SUMMER<br>HALF TERM 2  |
|------------------------|---|--|---|---|---|--|
| Year 9-11<br>(Cycle 1) | Participating in a mini-enterprise project<br><br><i>Planning and preparing</i> | Participating in a mini-enterprise project<br><br><i>Delivery and Contribution</i> | Engaging in the World of Work<br><br><i>Exploring work</i>                | Engaging in the World of Work<br><br><i>Skills and interests</i>  | Developing Skills for the Workplace:<br><br><i>Looking and acting the part</i>                                    | Developing Skills for the Workplace:<br><br><i>Looking and acting the part</i>                         |
| Year 9-11<br>(Cycle 2) | Engaging with the World around you:<br><br><i>Developing a Profile</i>          | Engaging with the World around you:<br><br><i>Developing a Profile</i>             | Developing Independent Living skills:<br><br><i>Personal Presentation</i> | Developing Independent Living skills:<br><br><i>Being Healthy</i> | Developing skills for the workplace:<br><br><i>Looking after and caring for animals (Pets and Local Wildlife)</i> | Developing skills for the workplace:<br><br><i>Looking after and caring for animals (Farm and Zoo)</i> |

|                               |                                   |                                  |   |   |  |  |
|-------------------------------|-----------------------------------|----------------------------------|---|---|--|--|
| <b>Year 9-11</b><br>(Cycle 3) | <b>Developing self-awareness-</b> | <b>Developing self-awareness</b> | <b>Developing skills for the workplace:</b> | <b>Developing skills for the workplace:</b> | <b>Developing Independent Living Skills:</b> | <b>Developing Independent Living Skills:</b> |
|                               | <i>All about me</i>               | <i>All about me</i>              | <i>Following Instructions</i>               | <i>Following Instructions</i>               | <i>Personal Care</i>                         | <i>Home Care</i>                             |

### Curriculum Overview

- Route 1 Pupils undertake tasks to DISCOVER, EXPLORE and EXPERIENCE knowledge and understanding through themes and opportunities within the context of the specialist areas
- The curriculum is built around the needs of our students with an emphasis on engagement, developing independence and preparation for adulthood.
- Pathway Tutor allows pupils to study a wide range of units across different working sectors and prepare them for potential work.
- Pathway Tutor is a three-year course.
- Pathway Tutor units has links to art, design and technology, history, geography and music.
- Pupils gain a range of opportunities and experiences to allow pupils to progress to post 16 with confidence, aspiration and recognition of their achievements.
- Pupils gain vocational qualifications at a level appropriate to their ability (ASDAN Entry Level 1)
- English, Maths and ICT is supported through cross curriculum.
- High expectations and challenge in order to build pupils' self-belief and positive learning behaviors which raise aspirations to ensure that pupils reach their full potential
- Pupils and parents are invited into school prior to entering year 9 to learn about our Pathway Curriculum.

### Cross-Curricular Links

- Route 1 Pathway, English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. Writing-Transcription. Writing-Composition. Writing-VGP.
- Route 1 Pathway, Maths opportunities to address; Number-Place Value.
- Route 1 Pathway, Science opportunities to address; Work Scientifically. Experimental Skills and Investigations. Analysis and Evaluation.
- Route 1 Pathway, E-safety opportunities to address; Privacy and Security. Managing Online Information.

### Destinations

- ASDAN Entry Level 1 Award/Certificate/Extended Certificate/Diploma

## ROUTE 2– Pathway Tutor (Introductory to Vocational Studies)

### Year 9, Year 10 and Year 11

### Skills and Knowledge Progression

#### KNOWLEDGE

- ENHANCE, DEVELOP and DEEPEN knowledge and understanding through vocational specific units

#### SKILL

- Explore exercise and hygiene
- Planning and preparing skills
- Planning and presentation skills
- Working effectively with others
- Resilience when things becoming challenging
- Apply skills appropriately to given situations
- Interpreting and understanding a brief from a client
- Explore a range of materials to produce a test piece
- Working collaboratively with others to meet deadlines in planning and going on a visit
- Responding to a brief
- Identify successes and problems
- Identify areas for improvement
- Following plans and instructions
- Making decisions independently
- Apply skills appropriately to given situations

#### SPIRAL

- Work experience
- Personal Progression Plan
- Being organised
- Resilience
- Working effectively with others
- Contribute to running an event
- Contribute to planning an event
- Experience careers related events for preparation to post 16

|                                     | AUTUMN<br>HALF TERM 1  | AUTUMN<br>HALF TERM 2  | SPRING<br>HALF TERM 1  | SPRING<br>HALF TERM 2   | SUMMER<br>HALF TERM 1  | SUMMER<br>HALF TERM 2   |
|-------------------------------------|--|--|--|---|--|---|
| Year 9-11<br>(BTEC Level 1-Cycle 1) | <b>Responding to an Incident</b><br><br><i>Activities, personnel and equipment</i> | <b>Responding to an Incident</b><br><br><i>Role responsibility</i> | <b>Responding to an Incident</b><br><br><i>Reviewing responses</i> | <b>Shooting a Short Film</b><br><br><i>Planning and preparing</i> | <b>Shooting a Short Film</b><br><br><i>Capturing and problem solving</i> | <b>Shooting a Short Film</b><br><br><i>Editing and refining</i> |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| <b>Year 9-11</b><br>(BTEC Entry Level 3-Cycle 1) | <b>Making an Event a Success</b><br><br><i>Planning</i>                           | <b>Making an Event a Success</b><br><br><i>Preparing and Organising</i>            | <b>Making an Event a Success</b><br><br><i>Delivery and Contribution</i>             | <b>Health and Wellbeing in the Workplace</b><br><br><i>Personal Health</i>         | <b>Health and Wellbeing in the Workplace</b><br><br><i>Personal Wellbeing</i>                          | <b>Health and Wellbeing in the Workplace</b><br><br><i>Physical, social, and emotional</i>             |
| <b>Year 9-11</b><br>(BTEC Level 1- Cycle 2)      | <b>Contribute to the Running of an Event</b><br><br><i>Planning and preparing</i> | <b>Contribute to the Running of an Event</b><br><br><i>Organising and Managing</i> | <b>Contribute to the Running of an Event</b><br><br><i>Delivery and Contribution</i> | <b>Exploring Travel and Tourism in the UK</b><br><br><i>Selecting and sourcing</i> | <b>Exploring Travel and Tourism in the UK</b><br><br><i>Tourist destinations /visitor requirements</i> | <b>Exploring Travel and Tourism in the UK</b><br><br><i>Tourist destinations /visitor requirements</i> |
| <b>Year 9-11</b><br>(BTEC Entry Level 3-Cycle 2) | <b>Finding out about a Topic</b><br><br><i>Sourcing information</i>               | <b>Finding out about a Topic</b><br><br><i>Recording and Exploring</i>             | <b>Finding out about a Topic</b><br><br><i>Organising and Sharing</i>                | <b>Responding to a Situation</b><br><br><i>Responding to briefs</i>                | <b>Responding to a Situation</b><br><br><i>Responding and Reviewing</i>                                | <b>Responding to a Situation</b><br><br><i>Responding, Reviewing and improving</i>                     |
| <b>Year 9-11</b><br>(BTEC Level 1- Cycle 3)      | <b>Keeping Active and Healthy</b><br><br><i>Exercise and management</i>           | <b>Keeping Active and Healthy</b><br><br><i>Food and nutrition</i>                 | <b>Keeping Active and Healthy</b><br><br><i>Recommendation and plans</i>             | <b>Design a Product</b><br><br><i>Exploring and designing</i>                      | <b>Design a Product</b><br><br><i>Planning and developing</i>  | <b>Design a Product</b><br><br><i>Refining and producing</i>   |
| <b>Year 9-11</b><br>(BTEC Entry Level 3-Cycle 3) | <b>Designing a Product</b><br><br><i>Exploring and designing</i>                  | <b>Designing a Product</b><br><br><i>Planning and developing</i>                   | <b>Designing Product</b><br><br><i>Refining and producing</i>                        | <b>Going on a Visit</b><br><br><i>Exploring areas of interest</i>                  | <b>Going on a Visit</b><br><br><i>Planning and Preparing</i>   | <b>Going on a Visit</b><br><br><i>Personal conduct and participation</i>                               |

## Curriculum Overview

- Route 2 Pupils undertake tasks to ENHANCE, DEVELOP and DEEPEN knowledge and understanding through themes and opportunities within the context of the specialist areas
- The curriculum is built around the needs of our students with an emphasis on engagement, developing independence and preparation for adulthood
- Pathway Tutor allows pupils to study a wide range of units across different working sectors
- Pathway Tutor is a three-year course
- Pathway Tutor units have links to art, design and technology, history, geography and music.
- Pupils gain a range of opportunities and experiences to allow pupils to progress to post 16 with confidence, aspiration and recognition of their achievements
- Pupils gain vocational qualifications at a level appropriate to their ability (BTEC Level 1/ Entry Level 3)
- Pupils leave school with at least four vocational qualifications
- English, Maths and ICT is supported through cross curriculum
- High expectations and challenge in order to build pupils' self-belief and positive learning behaviors which raise aspirations to ensure that pupils reach their full potential
- Pupils and parents are invited into school prior to entering year 9 to learn about our Pathway Curriculum.

## Cross-Curricular Links

- Route 2 Pathway, English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension.
- Route 2 Pathway, Maths opportunities to address; Number-Place Value. Number-Addition Subtraction. Number-Multiplication and Division. Number-Fractions. Measurement. Geometry-Shape. Geometry-Position Direction.
- Route 2 Pathway, Science opportunities to address; Work Scientifically. Experimental Skills and Investigations. Analysis and Evaluation. Measurement. Vocabulary Units Symbols and Nomenclature.
- Route 2 Pathway, E-safety opportunities to address; Online Relationships. Online Reputation. Online Bullying. Health, Well-being and Lifestyle. Privacy and Security. Managing Online Information.

## Destinations

- BTEC Level 1 Award Introductory to Vocational Studies (Pass, Merit or Distinction)
- BTEC Level 1 Certificate Introductory to Vocational Studies (Pass, Merit or Distinction)
- BTEC Level 1 Diploma Introductory to Vocational Studies (Pass, Merit or Distinction)
- BTEC Entry Level 3 Award Introductory to Vocational Studies (Pass, Merit or Distinction)
- BTEC Entry Level 3 Certificate Introductory to Vocational Studies (Pass, Merit or Distinction)
- BTEC Entry Level 3 Diploma Introductory to Vocational Studies (Pass, Merit or Distinction)

## ROUTE 3 – Pathway Tutor (Introductory to Vocational Studies)

### Year 9, Year 10 and Year 11

#### Skills and Knowledge Progression

##### KNOWLEDGE

- EMBED, DEMONSTRATE and APPLY knowledge and understanding through vocational specific units

##### SKILL

- interpreting and understanding a brief from a client
- Researching the work of artists and craftspeople
- Explore a range of materials to produce a test piece
- Personal skills needed to participate to include motivation, endurance, determination and technique
- Managing information and using ICT to organise time
- Communicating effectively with others via varying forms of medium
- Produce a plan of all resources, location and other factors needed to shoot
- Capture and complete correct footage competently
- Display initiative and readiness in different situations
- Search and select information from different sources
- Produce a travel itinerary listing key details to include times, and destination locations.
- Setting up and carrying out roles during the event
- Working collaboratively with others to meet deadlines in planning and running the event

##### SPIRAL

- Work experience
- Personal Progression Plan
- Being organised
- Resilience
- Working effectively with others
- Contribute to running an event
- Contribute to planning an event
- Researching a Topic
- Experience careers related events for preparation to post 16

|                        | AUTUMN<br>HALF TERM 1  | AUTUMN<br>HALF TERM 2  | SPRING<br>HALF TERM 1  | SPRING<br>HALF TERM 2   | SUMMER<br>HALF TERM 1  | SUMMER<br>HALF TERM 2   |
|------------------------|--|--|--|---|--|---|
| Year 9-11<br>(Cycle 1) | <b>Responding to an Incident</b><br><br><i>Activities, personnel and equipment</i> | <b>Responding to an Incident</b><br><br><i>Role responsibility</i> | <b>Responding to an Incident</b><br><br><i>Reviewing responses</i> | <b>Shooting a Short Film</b><br><br><i>Planning and preparing</i> | <b>Shooting a Short Film</b><br><br><i>Capturing and problem solving</i> | <b>Shooting a Short Film</b><br><br><i>Editing and refining</i> |

|                               |   |  |  |  |  |  |
|-------------------------------|---|--|--|--|--|--|
| <b>Year 9-11</b><br>(Cycle 2) | <b>Contribute to the Running of an Event</b><br><br><i>Planning and preparing</i> | <b>Contribute to the Running of an Event</b><br><br><i>Organising and Managing</i> | <b>Contribute to the Running of an Event</b><br><br><i>Delivery and Contribution</i> | <b>Exploring Travel and Tourism in the UK</b><br><br><i>Selecting and sourcing</i> | <b>Exploring Travel and Tourism in the UK</b><br><br><i>Tourist destinations /visitor requirements</i> | <b>Exploring Travel and Tourism in the UK</b><br><br><i>Tourist destinations /visitor requirements</i> |
| <b>Year 9-11</b><br>(Cycle 3) | <b>Keeping Active and Healthy</b><br><br><i>Exercise and management</i>           | <b>Keeping Active and Healthy</b><br><br><i>Food and nutrition</i>                 | <b>Keeping Active and Healthy</b><br><br><i>Recommendation s and plans</i>           | <b>Design a Product</b><br><br><i>Exploring and designing</i>                      | <b>Design a Product</b><br><br><i>Planning and Developing</i>  | <b>Design a Product</b><br><br><i>Refining and Producing</i>   |

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