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| Trips and Visits | Preston Space Centre, Woolston Sensory Centre | Chillfactore | Chinese buffet, China Town Manchester | Museum of Science and Industry, Planetarium | Fish Market, Alice in Wonderland, Beatrix Potter @ Daresbury, Cenotaph | Cheshire Ice-Cream Farm, Childrens AdventureFarm |
| Rabbit, Badger, Fox | | | | | | |
| Context | | <p>Pupils from Year 8 upwards are to be provided with Careers Related Learning opportunities and independent advice and guidance relating to careers and moving on.</p> <ul style="list-style-type: none"> • Every school should be working to the Gatsby benchmarks. • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. <p>By the age of 14, every pupil should have had the opportunity to learn about careers within the different STEM subjects.</p> | | | | |
| Focus of Weekly Careers Session KS3: | | <p>The focus throughout Key Stage 3 will be development of essential employability skills.</p> <p>Employer encounters will be arranged ad-hoc throughout the year.</p> <p>Careers linked to STEM subjects will be cross-curricular and embedded through class teaching in other subjects and through assemblies.</p> | | | | |
| <p>Development of skills</p>  <p>The image shows the Skills Builder Partnership logo at the bottom. Above it are four groups of icons: Communication (Listening and Speaking), Creative Problem Solving (Problem Solving and Creativity), Self-Management (Being Positive and Being Hopeful), and Collaboration (Leadership and Teamwork).</p> | | <p>Pupils will develop key employability skills throughout Key Stage 3 through the completion of termly Skills Builder Projects.</p> <p>Projects will be delivered through weekly timetabled sessions across Key Stage 3.</p> <p>Resources and planning are available through the Skills Builder hub and will be appropriately differentiated by the teacher where necessary to enable all pupils to access the content in a meaningful and engaging way.</p> <p>Evidence of skill development will be tracked using Evidence for Learning and evidence will be tagged with relevant Skills Builder tags.</p> | | | | |

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| | Where appropriate, pupils will complete diary logs of their progress towards each project. These will form the pupil workbooks for these sessions. | | |
| Impact | By the end of each year in Key Stage 3, pupils will have taken part in three skill development projects and will have worked towards developing each essential skill for employability. | | |
| | Fabulous Fashion | Trash to Treasure | Dream Space |
| Overview | <p>Learners will explore the world of fashion including design, manufacture and retail. Learners will design and create a fashion item. Learners will review and evaluate their work and present their work to peers.</p> <p>Skills Builder focus skills:</p> <ul style="list-style-type: none"> • Listening • Problem solving • Teamwork <p>During this term learners will complete a Christmas enterprise project.</p> <p>Year 9 learners will be invited to a careers and moving on event to start to understand future options.</p> | <p>Learners will explore the waste and recycling industries, find out about different roles and their own responsibilities. Learners will work in teams to research and design a game then build a prototype using recycled and waste materials. Learners will develop a dragons den style pitch for their game and deliver a presentation.</p> <p>Skills Builder focus skills:</p> <ul style="list-style-type: none"> • Speaking • Creativity • Leadership <p>Learners will participate in careers related learning opportunities including assemblies and employer visits.</p> | <p>Learners will explore the design industry, finding out about different trades that contribute to the success of a refurbishment process. Learners will work in teams to research and design an improvement to our internal or external school space. They will create a model of their ideas and present it to an audience.</p> <p>Skills Builder focus skills:</p> <ul style="list-style-type: none"> • Creativity • Staying positive • Aiming high <p>During this term, learners will complete an art exhibition enterprise project.</p> <p>Learners will participate in careers related learning opportunities</p> |

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| | <p>Learners will participate in careers related learning opportunities including assemblies and employer visits.</p> <p>Throughout the year learners will work on life skills to support their future career as well as developing their understanding of how to find and keep a job.</p> <p>During KS3 all pupils experience an internal work experience placement in horticulture.</p> | <p>Throughout the year learners will work on life skills to support their future career as well as developing their understanding of how to find and keep a job.</p> <p>During KS3 all pupils experience an internal work experience placement in horticulture.</p> | <p>including assemblies and employer visits.</p> <p>Throughout the year learners will work on life skills to support their future career as well as developing their understanding of how to find and keep a job.</p> <p>During KS3 all pupils experience an internal work experience placement in horticulture.</p> |
| Key Vocabulary | <i>Fashion, design, manufacture Problem, solution</i> | <i>Waste, rubbish, recycling Collaboration, pitch, prototype</i> | <i>Design, trades,</i> |
| Fox - Key Learning | <ul style="list-style-type: none"> • To understand the different roles in the fashion industry • To design and create a fashion item. • To evaluate our individual work and present to our peers. • To participate in games and activities to explore | <ul style="list-style-type: none"> • To understand the different roles in the waste and recycling industry and our own responsibilities. • To work in a small team to design a game and make it from recycled materials. • To work in a small team to produce and deliver a pitch for our game. | <ul style="list-style-type: none"> • To understand the design process and the different roles and trades that a required to deliver a project. • To work in a small team to identify an improvement to our school internally or externally. • To produce a proposal explaining the idea and why its needed. |

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| | <p>teamwork, creativity and listening skills.</p> <ul style="list-style-type: none"> • To develop our understanding of life skills and social skills required during our careers. • To complete a Christmas enterprise project | <ul style="list-style-type: none"> • To participate in games and activities to explore our speaking, creativity and leadership skills. • To develop our understanding of life skills and social skills required during our careers. | <ul style="list-style-type: none"> • To work in a small team to produce a model of our proposed improvement. • To work in a small team to produce a presentation about their ideas. • To participate in games and activities to explore our speaking, creativity and leadership skills. • To develop our understanding of life skills and social skills required during our careers. |
| Badger - Key Learning | <ul style="list-style-type: none"> • To understand the different roles in the fashion industry • To design and create a fashion item. • To evaluate our individual work and present to our peers. • To participate in games and activities to explore teamwork, creativity and listening skills. • To develop our understanding of life skills and social skills required during our careers. • To complete a Christmas enterprise project | <ul style="list-style-type: none"> • To understand the different roles in the waste and recycling industry and our own responsibilities. • To work in a team to design a game and make it from recycled materials. • To work in a team to produce and deliver a pitch for our game. • To participate in games and activities to explore our speaking, creativity and leadership skills. | <ul style="list-style-type: none"> • To understand the design process and the different roles and trades that a required to deliver a project. • To work in a team to identify an improvement to our school internally or externally. • To produce a proposal explaining the idea and why its needed. • To work in a team to produce a model of our proposed improvement. • To work in a team to produce a presentation about their ideas. |

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| | | <ul style="list-style-type: none"> To develop our understanding of life skills and social skills required during our careers. | <ul style="list-style-type: none"> To participate in games and activities to explore our speaking, creativity and leadership skills. To develop our understanding of life skills and social skills required during our careers. |
| Rabbit - Key Learning | <ul style="list-style-type: none"> To understand the different roles in the fashion industry To design and create a fashion item. To evaluate our individual work and present to our peers. To participate in games and activities to explore teamwork, creativity and listening skills. To develop our understanding of life skills and social skills required in our careers. To complete a Christmas enterprise project | <ul style="list-style-type: none"> To understand the different roles in the waste and recycling industry and our own responsibilities. To work in a team to design a game and make it from recycled materials. To work in a team to produce and deliver a pitch for our game. To participate in games and activities to explore our speaking, creativity and leadership skills. To develop our understanding of life skills and social skills required during our careers. | <ul style="list-style-type: none"> To understand the design process and the different roles and trades that are required to deliver a project. To work in a team to identify an improvement to our school internally or externally. To produce a proposal explaining the idea and why it's needed. To work in a team to produce a model of our proposed improvement. To work in a team to produce a presentation about their ideas. To participate in games and activities to explore our skills, how we stay positive, who we can aim high and developing our creativity. |

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| | | | <ul style="list-style-type: none">To develop our understanding of life skills and social skills required during our careers. |
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| Trips and Visits | <ul style="list-style-type: none">Charity shops - virtual, visit from Oakwood Community shop, or visit to local charity shop. | <ul style="list-style-type: none">Local Recycling Centre - virtual, guest speaker or in-person visit. | <ul style="list-style-type: none">For ideas: Sensory Centre, LiveWire Leisure Centres, Cafes, Warrington Youth Zone |
| Key Support Sessions KS3 | <ul style="list-style-type: none">LMI Workshops with DWP (Spring A)Initial College visits will begin where appropriate (Woolston College, Reaseheath)Workshops with technical education or Supported Internship providers (Willow Green)Alumni Workshops | | |
| Woodpecker / Hawk | | | |
| Employability | <p>Learning through Work Experience will take place on a rolling process over the year</p> <p>Bungalow - As a group learners will plan a menu which will be promoted across the school. Learners will develop order forms, skills checklists, jobs checklists. Learners will calculate how much of each ingredient they will need and shop for ingredients in person and online. Learners will develop their understanding of Health and Safety in the kitchen and refine and develop their skill set preparing food. Learners will ensure that food is cooked and Health and Safety procedures and requirements are adhered to. Learners will develop appropriate packaging and ensure that the presentation of their meals is to a high standard. Learners will deliver meals to staff, collect money and calculate change.</p> | | |

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| | <p>Learners will seek feedback from staff in verbal and written forms, making adaptations and improvements as required.</p> <p>External work experience - Learners will take part in a range of workplace and employer encounters throughout Key Stage 4. This will be undertaken throughout the year. Where appropriate, learners will access extended placement opportunities with employers and voluntary services.</p> <p>Transition - Learners will take part in visits to sixth form colleges, apprenticeship and supported internship providers, further education colleges and independent training providers to support with next steps Post-16.</p> <p>All pupils in Year 11 take part in a 1:1 independent careers advice and guidance session with a L6 Careers Advisor.</p> | | |
| | Communicating with others at Work | Rights and Responsibilities in the Workplace | Tackling Problems at Work |

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| Woodpecker Overview Entry 3 Award | <p>Pupils will know how to communicate with others in the workplace through identifying ways that people communicate with each other in places of work, identifying communication methods they use, themselves, and state why they are appropriate and identifying who they need to communicate with in their own workplace.</p> <p>Pupils will be able to communicate appropriately with others at work through having opportunities to communicate clearly in ways that suit different situations, provide relevant information in response to requests from others and ask questions, as needed, to complete work tasks.</p> | <p>Pupils will understand that employees have rights in the workplace through listing the main rights all employees have at work, giving an example of a law that helps to protect employees at work and identifying who could help with problems at work to do with employee rights.</p> <p>Pupils will understand that employees have responsibilities in the workplace through listing the main responsibilities an employee has at work, stating how an employee gets information about their responsibilities in the workplace and identifying a source of advice an employee could use if they were faced with disciplinary procedures at work.</p> | <p>Pupils will be able to recognise workplace problems through describing problems they might meet in a place of work and explaining the importance of taking prompt action to deal with a problem in the workplace</p> <p>Pupils will be able to follow a given procedure in response to a problem by identifying signs of a problem, taking appropriate and prompt action when they meet a problem and tackling a problem following a given procedure.</p> |
| Woodpecker - Key Vocabulary | <i>Customer</i> <i>Colleague</i> <i>Communication</i> <i>Workplace</i> <i>Employer</i> | <i>Legislation</i> <i>Rights</i> <i>Contract of Employment</i> <i>Code of Practice</i> <i>Staff Handbook</i> <i>Employment Law</i> | <i>Problem</i> <i>Solution</i> <i>Procedure</i> |
| Woodpecker Key Learning | <p>To enable learners to show they understand how communication takes place in the workplace and to</p> | <p>To enable learners to show they have an understanding of rights and</p> | <p>To enable learners to show they recognise the sorts of</p> |

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| | <p>show they can communicate effectively with others in the workplace.</p> <p>Pupils will take part in a range of activities to identify communication methods in the workplace. They will identify communication needs in the workplace e.g. with colleagues, with customers. Pupils will take part in internal work experience in the Bungalow Cafe and work towards demonstrating positive workplace communication.</p> | <p>responsibilities in the workplace and of sources of information and support relating to rights and responsibilities</p> <p>Pupils will take part in workshops with Employers and the DWP to support with research into employee rights in the workplace.</p> | <p>problems they might meet in a place of work and that they can tackle a problem following a given procedure.</p> <p>Pupils will take part in a range of activities to identify common workplace problems. They will role play scenarios and demonstrate problem solving.</p> <p>Through internal and external work placements, pupils will demonstrate appropriate problem solving.</p> |
| Assessment Criteria | <p>E3.1 Know how to communicate with others in the workplace</p> <p>1.1 Identify ways that people communicate with each other in places of work</p> <p>1.2 Identify communication methods they use, themselves, and state why they are appropriate</p> <p>1.3 Identify who they need to communicate with in their own workplace</p> | <p>E3.1 Understand that employees have rights in the workplace</p> <p>1.1 List the main rights all employees have at work</p> <p>1.2 Give an example of a law that helps to protect employees at work</p> | <p>E3.1 Be able to recognise workplace problems</p> <p>1.1 Describe problems they might meet in a place of work</p> <p>1.2 Explain the importance of taking prompt action to deal with a</p> |

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| | <p>E3.2 Be able to communicate appropriately with others at work</p> <p>2.1 Communicate clearly in ways that suit different situations</p> <p>2.2 Provide relevant information in response to requests from others</p> <p>2.3 Ask questions, as needed, to complete work</p> | <p>1.3 Identify who could help with problems at work to do with employee rights</p> <p>E3.2 Understand that employees have responsibilities in the workplace</p> <p>2.1 List the main responsibilities an employee has at work</p> <p>2.2 State how an employee gets information about their responsibilities in the workplace</p> <p>2.3 Identify a source of advice an employee could use if they were faced with disciplinary procedures at work</p> | <p>problem in the workplace</p> <p>E3.2 Be able to follow a given procedure in response to a problem</p> <p>2.1 Identify signs of a problem</p> <p>2.2 Take appropriate and prompt action when they meet a problem</p> <p>2.3 Tackle a problem following a given procedure</p> |
| <p>Hawk Key Learning</p> <p>Entry 2 Award</p> | <p>Pupils will understand how people communicate in the workplace through giving examples of the sorts of information people communicate in the workplace.</p> <p>Pupils will give examples of the ways that people communicate in the workplace.</p> <p>Pupils will take an active part in exchanges about straightforward work related topics. They will identify the main points of short explanations/instructions, make clear and appropriate contributions to exchanges, ask relevant questions and respond to straightforward questions appropriately.</p> | <p>Pupils will understand that employees have rights in the workplace through giving examples of the rights an employee has at work and identifying who could help with problems at work to do with employee rights.</p> <p>Pupils will understand that employees have responsibilities in the workplace through listing the main responsibilities an employee has at work and stating how an employee gets information about their responsibilities in the workplace.</p> | <p>Pupils will recognise the sort of problems they might meet in a place of work and that they can tackle a problem following a given procedure.</p> |

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| Hawk - Key Vocabulary | Customer Colleague Communication Workplace Employer | Legislation Rights Contract of Employment Code of Practice Staff Handbook Employment Law | Problem Solution Procedure |
| Hawk Key Learning | <p>To enable learners to show they have an understanding of workplace communication and to show they can take part in workplace exchanges about familiar topics.</p> <p>Pupils will take part in a range of activities to identify communication methods in the workplace. They will identify communication needs in the workplace e.g. with colleagues, with customers. Pupils will take part in internal work experience in the Breakfast Cafe and work towards demonstrating positive workplace communication.</p> | <p>To enable learners to show they have an understanding that employees have rights and responsibilities in the workplace and that they know about sources of information and support relating to rights and responsibilities.</p> <p>Pupils will take part in workshops with Employers and the DWP to support with research into employee rights in the workplace.</p> | <p>To enable learners to show they recognise the sort of problems they might meet in a place of work and that they can tackle a problem following a given procedure</p> <p>Pupils will take part in a range of activities to identify common workplace problems. They will role play scenarios and demonstrate problem solving.</p> <p>Through internal and external work placements, pupils will demonstrate</p> |

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| | | | appropriate problem solving. |
| Assessment Criteria | <p>E2.1 Understand how people communicate in the workplace</p> <p>1.1 Give examples of the sorts of information people communicate in the workplace</p> <p>1.2 Give examples of the ways that people communicate in the workplace</p> <p>E2.2 Be able to take an active part in exchanges about straightforward work related topics</p> <p>2.1 Identify the main points of short explanations/instructions</p> <p>2.2 Make clear and appropriate contributions to exchanges</p> <p>2.3 Ask relevant questions</p> <p>2.4 Respond to straightforward questions appropriately</p> | <p>E2.1 Understand that employees have rights in the workplace</p> <p>1.1 Give examples of the rights an employee has at work</p> <p>1.2 Identify who could help with problems at work to do with employee rights</p> <p>E2.2 Understand that employees have responsibilities in the workplace</p> <p>2.1 List the main responsibilities an employee has at work</p> <p>2.2 State how an employee gets information about their responsibilities in the workplace</p> | <p>E2.1 Be able to follow a given procedure in response to a problem</p> <p>1.1 Identify a straightforward problem that they might meet at work.</p> <p>1.2 State why the problem needs to be tackled.</p> <p>1.3 Tackle the problem using a given procedure</p> |
| Trips and Visits | <ul style="list-style-type: none"> Workplace encounters with link employers such as Hummingbird, Network Rail, Jacobs Engineering, Park Royal Hotel (Q Hotels), MAD Digital Media and Changing Lives Carrington. These take place throughout the academic year and include employer-led workshops, workplace visits, bespoke work experience placements and employer engagement within our curriculum. Workshops with the DWP take place to support 'Rights and Responsibilities in the Workplace' (Spring Term). Internal work placement in the Bungalow Cafe for a half term to support 'Communicating with Others at Work' and 'Tackling Problems at Work'. | | |

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| | <ul style="list-style-type: none"> • Job roles to be highlighted to pupils on any external visit e.g. staff working in a supermarket, staff working in a cafe etc. • Trips for Year 10/11 will take place to various colleges to support students in selecting a college of their choice Post-16. These include Warrington Vale Royal College, Carmel College, Riverside College, Reaseheath College, Myerscough College, Woolston 6th Form College and independent training providers where appropriate. • Warrington and Cheshire Careers Fair at Warrington Youth Zone. • Warrington Apprenticeships Fair at Birchwood Engine Rooms. |
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