

Year group	Across the year	Autumn Term	Spring Term	Summer term
7	<ul style="list-style-type: none"> <li>• Careers advice from Realistic Choices (GB1,8)</li> <li>• Access to GMACS services and careers support. (GB2, 7)</li> <li>• Careers fair access to inform post-16 opportunities. (GB2,3, 7)</li> <li>• Careers drop down days where students are given access to specific service careers (e.g Army and Navy) (GB5,2)</li> <li>• Student Leadership opportunities (GB3,4)</li> <li>• Future Skills Questionnaire via compass plus to monitor each student's career readiness (GB1,3)</li> <li>• Extra-curricular careers club hosted at lunchtime by staff that support career development (GB1,3,5)</li> <li>• Work experience through the schools in house farm. (GB^, 4)</li> <li>• Work experience on Laurel Farm</li> </ul>	<p><b>Red Cross</b> First Aid workshop delivered by the Red Cross. All students will be addressed by a member of the Red Cross and every child will receive first aid training. (GB%,4)</p> <p><b>Careers fair:</b> access to inform post-16 opportunities. Questions booklet provided for each student and they will complete a review task to demonstrate impact (GB2,3,7)</p> <p><b>Careers Based Assemblies:</b> A range of careers based assemblies delivered by external providers</p> <p><b>HSBC Financial Literacy Workshop</b> – students will take part in a financial workshop aimed at saving shopping and spending (GB4,5)</p>	<p><b>How do I develop my skills and aspirations?</b> A unit of work which introduces personal goals, linking personal skills required to meet specific careers, pathways, post-16 choices and which encourages students to identify these by interrogating their employability credentials. (GB3,4)</p> <p><b>Army Key Skills Day:</b> Students will engage in a full days carousel of activities from the Army highlighting army careers. (GB2,5,6)</p> <p><b>Enterprise project</b> – students are encouraged to design a new initiative/extra-curricular activity that can be implemented at THS. (GB4,3)</p>	<p><b>How can I make safe financial choices?</b> A unit of work that casts pupils as employees with real world decisions to make about saving, borrowing and budgeting. Woven throughout is learning around careers and the world of work.</p> <p><b>DWP Workshop</b> Exploring careers (GB2,5)</p>
8	<ul style="list-style-type: none"> <li>• Careers advice from Realistic Choices. (GB1,8)</li> <li>• Access to GMACS services and careers support. (GB2,7)</li> </ul>	<p><b>Careers fair:</b> access to inform post-16 opportunities. Questions</p>	<p><b>HSBC Financial Literacy Workshop</b> – students will take part in a financial</p>	<p><b>Relationships PSHE</b> A unit of work that covers online safety, media</p>

	<ul style="list-style-type: none"> <li>• Extra-curricular careers club hosted at lunchtime by staff that support career development (GB1,3,5)</li> <li>• Engagement with the BellWell Greater Manchester survey and initiative. (GB1,3)</li> <li>• HUB projects that link directly to the world of work and which provide real world academic and technical skills linked directly to a variety of careers. (GB2,4,5)</li> <li>• Career of the week will be linked to respective HUBs with specific employment opportunities and LMI information shared. GB 2,4)</li> <li>• Careers fair access to inform post-16 opportunities. (gb2,7)</li> <li>• Future Skills Questionnaire via compass plus to monitor each students career readiness (GB1,3)</li> <li>• Subject specific educational visits and careers based activities within lesson (GB4,5)</li> <li>• Work experience on Laurel Farm (GB4,6)</li> </ul>	<p>booklet provided for each student and they will complete a review task to demonstrate impact (GB2,3,7)</p> <p><b>Red Cross</b> First Aid workshop delivered by the Red Cross. All students will be addressed by a member of the Red Cross and every child will receive first aid training. (Gb4,5)</p>	<p>workshop aimed at helping them to understand budgeting and basic financial planning (Gb4,5)</p> <p><b>Dreams and Goals PSHE</b> Know what some of my long-term goals are, how I can achieve them, and how my short and medium-term goals might help me do that. Identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals. Understand some of the positive and negative roles that money can play in society. The tech sector of industry (GM being largest expanding market) will be explored and pathways to employment explored. (GB2,3,4)</p> <p><b>Relationships PSHE</b> A unit of work that covers online safety, media reliability to encourage on-line safety and promote the use of positive on-line</p>	<p>reliability to encourage on-line safety and promote the use of positive on-line profiles to support workplace entry. GB3,4)</p> <p><b>Navy Key Skills Day:</b> Students will engage in a full days carousel of activities from the Navy highlighting Navy careers. (GB2,5,6)</p> <p><b>DWP Workshop</b> USP and Exploring Options Workshops (GB2,5)</p>
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9	<ul style="list-style-type: none"> <li>•Careers advice from Realistic Choices. (GB1,8)</li> <li>•Access to GMACS services and careers support. (Gb2,7)</li> <li>•Extra-curricular careers club with careers links highlighted(GB1,3,5)</li> <li>•(iv) Engagement with the BellWell Greater Manchester survey and initiative. (GB2,7)</li> <li>•HUB projects that link directly to the world of work and which provide real world academic and technical skills linked directly to a variety of careers and specific options choices. (GB2,4,5)</li> <li>•Career of the week will be linked to respective HUBs with specific employment opportunities and LMI information shared. (GB2,4,)</li> <li>•Option choice evening with post-16 providers (academic and technical) providing advice for pupils and parents. (GB3,7,8)</li> <li>•Parents evening support and guidance provided by Realistic Choices (GB1,8)</li> <li>•Subject specific educational visits and careers based activities within lesson (GB4,5)</li> </ul>	<p><b>Careers fair:</b> access to inform post-16 opportunities. Questions booklet provided for each student and they will complete a review task to demonstrate impact (GB2,3,7)</p> <p><b>Red Cross</b> First Aid workshop delivered by the Red Cross. All students will be addressed by a member of the Red Cross and every child will receive first aid training. (GB4,5)</p>	<p><b>Next steps at THS and beyond.</b> A unit of work that encourages students to reflect on their strengths, skills, areas for development, career options, post-16 choices, goal setting and GCSE pathway choice to enable aspirations. (GB3,4,8)</p> <p><b>Options assembly presentations</b> Subject specific options assembly to provide formal information on GCSE options and their links to careers (GB1,7)</p> <p><b>Who do I dream of becoming?</b> PSHE  Identify my personal strengths. Recognise some health goals I would like to achieve. Produce a SMART plan and know how to apply it to support my life and learning. Be able to accept helpful feedback and reject unhelpful criticism. (GB3,4)</p>	<p><b>Careers speed dating:</b> event where students engage with the employers and learn about employability factors and skills linked to industry. (GB2,5)</p> <p><b>Army Key Skills Day:</b> Students will engage in a full days carousel of activities from the Army highlighting army careers. (GB2,5,6)</p> <p><b>HSBC Financial Literacy Workshop</b> – students will take part in a financial workshop aimed at helping students understand outgoings and budgeting (GB4,5)</p> <p><b>Informal Choices parents &amp; student presentations</b> Subject specific options presentation to parents and pupils to help them make informed choices for their GCSE options (GB7,8)</p>

10	<ul style="list-style-type: none"> <li>•careers interviews from Realistic Choices. (GB1,8)</li> <li>•Access to GMACS services and careers support. Is this work experience (GB2,7)</li> <li>•Extra-curricular careers club hosted at lunchtime by Mrs McKay. (GB1,3,5)</li> <li>•Engagement with the BellWell Greater Manchester survey and initiative.(Gb1,3)</li> <li>•HUB projects that link directly to the world of work and which provide real world academic and technical skills linked directly to a variety of careers. (GB 2,4,5)</li> <li>•Career of the week will be linked to respective HUBs with specific employment opportunities and LMI information shared. (Gb2,)</li> <li>•Parents evening support and guidance provided by Realistic Choices (Gb1,8)</li> <li>•1-1 career interview for all pupils with an EHCP (Gb3,8)</li> <li>•Subject specific educational visits (GB4,6)</li> <li>•Meet my futures careers virtual work experience sessions (Gb 5,6)</li> </ul>	<p><b>Careers fair:</b> access to inform post-16 opportunities. Questions booklet provided for each student and they will complete a review task to demonstrate impact (GB23,7)</p> <p><b>UA92 Future Aspirations Course</b> This programs targets pupils at risk of NEET and looks at developing their aspirations and understanding of further education and employment(gb3,7,8)</p> <p><b>Bury Careers fair:</b> access to inform post-16 opportunities. (Gb2,7)</p>	<p><b>Careers speed dating:</b> event where students engage with the employers and learn about employability factors and skills linked to industry. (GB2,5)</p> <p><b>JDUP careers Event</b> Students will visit JD Headquarters for a work place safari to learn all about the range of careers on offer linked to JD Sports and the fashion industry (Gb4,5,6)</p> <p><b>Dreams and Goals</b> Impact of physical health in reaching goals. Relationships and reaching goals Resilience Work/life balance Connections and impact on mental health (GB3,4)</p>	<p><b>Could I be a good employee?</b> A unit of work which prompts students to assess their skills and aspirations and strengths and interests in a variety of careers. This unit will establish the responsibilities of employees in the work place and health and safety rules that are statutory. Their on-line profile (LinkedIn) will be checked and adapted as appropriate. (GB3,4,8)</p> <p><b>Work place experience.</b> All students have the opportunity for direct experience of the world of work. This takes place through virtual work place safaris, take a student to work day and subject based educational visits</p> <p><b>Careers speed dating:</b> event where students engage with the employers and learn about employability factors and skills linked to industry. (GB5,6)</p> <p><b>Feeder college visits</b></p>
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11	<ul style="list-style-type: none"> <li>• Careers interviews from Realistic Choices. (GB1,8)</li> <li>• Each students parent/guardian receives a telephone call to support their further education and careers choices.(Gb3,8)</li> <li>• Parents evening support and guidance provided by Realistic Choices(gb1,8)</li> <li>• Careers interview for all pupils with an EHCP(gb3,8)</li> <li>• College application support sessions(Gb7,8)</li> <li>• Connexions (Gb3,8)</li> <li>• Subject specific educational visits(gb4,6)</li> </ul>	<p><b>College and ITP Assembly's</b> Assembly's provided by a range of post 16 providers (GB2,7)</p> <p><b>Careers fair:</b> access to inform post-16 opportunities. Questions booklet provided for each student and they will complete a review task to demonstrate impact (Gb2,3,7)</p> <p><b>Bury Careers fair:</b> access to inform post-16 opportunities. (Gb2,7)</p> <p><b>Mock Interviews</b> Mock interviews based with industry specialist linked to each students preferred career of choice (Gb5,8)</p> <p><b>College Application Support</b> Through realistic choices, assemblies and drop in sessions organised with each college. (GB7,8)</p>	<p><b>Careers speed dating:</b> event where students engage with the employers and learn about employability factors and skills linked to industry.(GB2,5)</p> <p><b>Feeder college visits</b> Pupils will have the opportunity to visit at least two Post 16 providers (GB7)</p>	<p><b>LinkedIn.</b> On-line presence will be monitored to ensure it maximises employability. This will also be used to ensure NEET data is accurate and can be used to support transition issues to College. The app will serve to create a future THS Alumni to support with careers provision going forward. (GB1,3,8)</p>

**What are my next steps after THS?** A unit of work that ensures post-16 choices are appropriate and directly link to future employability. CV writing, interview techniques and practice, letters of application, on-line presence and personal statements will all be covered. (GB4,8,3)

**Dreams and Goals PSHE**  
Identify my financial goals and whether these are realistic in the short or longer term.  
Understand the possible consequences of debt and sources of support for people in debt or have a gambling problem.  
Recognise the risks associated with gambling as an answer to debt or financial pressures.  
Identify if my dream job differs from the expectations of my family or friends and if so, how I can manage this to maintain positive relationships. (Gb3,4)