

# KS3 Employability Curriculum Links

Cambian Tydlesley School

Employability Curriculum	Subject and Thematic Links	Activities
<p>The local labour market and the potential gaps within Manchester as the locality</p> <p>Students learning will allow them to be immersed within the labour market and the types of jobs that are within the Greater Manchester Region Growth Sectors. They will have experiential opportunities to work with employers</p> <ul style="list-style-type: none"> <li>• Advance Manufacturing</li> <li>• Digital and Creative</li> <li>• Health and Life Sciences</li> <li>• Innovation</li> <li>• Low Carbon</li> <li>• Professional and Business Services</li> <li>• Superport</li> <li>• Visitor Economy</li> </ul>	<p>Geography Life skills</p> <p>History, Our City</p> <p>Local Landmarks</p> <p>Work experience- Careers</p> <p>Coding – developing skills for use in computer programming.</p> <p>Digital literacy – across the whole curriculum.</p> <p>Running mini enterprises</p> <p>Careers- Industries</p>	<p>Local geography – types of employment – local surveys, café visits, supermarkets, exposure to jobs and services.</p> <p>Ensure link to employment is embedded in each visit.</p> <p>Potential work experience to employers.</p> <p>Practical uses of software – word processing, spreadsheet etc.</p> <p>Life skills – budgets, money maths</p> <p>Office style exposure to processing documents / forms</p> <p>Communication skills</p> <p>Interpersonal skills / relationship</p> <p>Importance of personal hygiene</p> <p>Punctuality / reliability</p> <p>Emotional resilience / accepting criticism</p> <p>Waiting</p> <p>Travel skills</p> <p>Potential collapsed curriculum day giving student’s information about each sector.</p> <p>Careers assemblies</p> <p>Careers fairs</p>
<p>To be equipped and be able to use a broad range of skills for the areas of work that they have identified within their personal aspiration plans.</p>	<p>Careers</p> <p>PSHE</p>	<p>Access to meaningful practical activities</p> <p>Assessing risks for themselves</p>

These skills will be transferable to society and the roles within it. They will have demonstrated the knowledge to use the skills in an effective way that allows for progression within a business.

Students will benefit from opportunities to develop further the skills that they are not equipped with or feel secure in using. These skills will be highlighted as targets and students will have the opportunity to develop these skills within a practical context.

Community visits/links  
 Meetings with Job Coach  
  
 Assembly  
 Citizenship/ life skills  
  
 Ingrained in daily routine  
  
 Teamwork, Leadership, Perseverance, trust, motor skills, hand eye coordination  
  
 Agriculture, Horticulture  
  
 Further education exposure  
  
 Food preparation, using money, budgeting, reading, writing, speaking and listening skills

Role play  
  
 Making simple snacks (using electrical appliances: toaster, kettle, washing machine)  
 Practising to tie their shoe laces  
  
 Packing their own bags, (what will I need?)  
  
 Public speaking: talking in front of audiences in different settings (classroom, assembly, etc.)  
  
 PSHE- Wheels Extreme, Sporting competitions  
  
 Extra-Curricular- University open days  
  
 Life skills (Food Technology, English, Maths)

Rules and have a clear understanding of what is right and wrong and the implications of each of these

Citizenship  
 PSHE  
  
 History  
  
 Promoting the golden rules.  
  
 Modelling good behaviour in and outside school.  
  
 Challenge inappropriate behaviours.  
  
 Set high expectation for all pupils.  
  
 Through cross curriculum teaching.

Class rules /use of dojo points / class contracts.  
 Agreed behaviour system  
  
 Individualised behaviour charts  
  
 PSHE trips into the community.  
  
 (Extreme wheels, Football, , swimming).  
  
 Targeted lessons and assemblies.  
  
 External speakers.  
  
 Promote pupils skills and help identify what they are good at.

<p>The roles played by public institutions and voluntary groups in society. To participate in activities that allow exposure to such groups.</p>	<p>Art Citizenship / Life skills</p> <p>Food bank / harvest appeal</p> <p>Shoebox appeal (operation Christmas child)</p> <p>Student council.</p> <p>Designing and selling crafts at Xmas/summer fair.</p> <p>'Cuppa New Guined'.</p>	<p>Donating to charities.</p> <p>Creating packs for charities.</p> <p>Class discussions about the roles these organisations play.</p> <p>Raising money for charity (sponsoring, global scouse day, fairs, dogs trust).</p> <p>Mock elections.</p> <p>Enterprise.</p>
<p>The functions and uses of money and how to budget, with a clear link to income and expenditure and independent living through a bespoke life skills curriculum to support</p>	<p>Maths Life skills</p> <p>Budgeting</p> <p>Spending money</p> <p>Food Technology</p>	<p>Budgeting activities Collapsed curriculum activities for fairs and fundraising events (e.g. Grow 20)</p> <p>Using money during trips out.</p> <p>Planning a party</p> <p>Buying ingredients, buying snack</p> <p>Food preparation</p>
<p>Students will be taught how to begin thinking about how to independently travel and when ready will undertake travel training with the support of the school Job Coach.</p>	<p>Topic themes Life skills</p> <p>PSHE</p> <p>Geography</p> <p>Life skills</p>	<p>Travel training Planning trips out during topic related activities.</p> <p>Practise using public transport.</p> <p>Map reading, planning routes, walking to close destinations</p> <p>Accessing bus routes, accessing public transport</p>
<p>Students will be taught about their opportunities at year 9 (14 to 16 college, alternative schools, KS4)</p>	<p>PSHE trips.</p>	<p>University visits.</p>

	<p>Life skills lessons.</p> <p>Entry level / Foundation.</p>	<p>External visitors (careers).</p> <p>Assemblies.</p> <p>Job coach.</p> <p>Apprenticeships.</p> <p>Work experience.</p>
<p>Students will have an understanding of the options available to them at the end of KS4 (Supported Internships, Apprenticeships, paid employment, FE, KS5)</p>	<p>Life skills</p> <p>Computing</p> <p>PSHE trips.</p> <p>Life skills lessons.</p> <p>Entry level / Foundation.</p>	<p>Mock job interviews</p> <p>Practice using online templates to design their own CV.</p> <p>University visits.</p> <p>External visitors (careers).</p> <p>Assemblies.</p> <p>Job coach.</p> <p>Apprenticeships.</p> <p>Work experience.</p> <p>Improved home school links.</p> <p>Building pupils confidence and self-belief.</p>
<p>Through the above, students will be taught to develop a coherent career plan that will enable progression and also identify opportunities to immerse themselves in practical experiences that allow for the skill set used and explored further.</p>	<p>Careers activities</p> <p>PSHE visits</p> <p>CIAG</p>	<p>Careers fair</p> <p>CIAG</p> <p>Work experience</p> <p>Employer exposure</p>
<p>Students will be taught explicitly about the Higher Education Sector with clear links to their chosen career, but also gaining experiential days through visits and projects.</p>	<p>Careers</p> <p>Wheels Extreme</p> <p>Enterprise</p>	<p>Visits to Bolton University &amp; Manchester University.</p> <p>University taster days, careers fair</p> <p>College taster days</p>

		Led by qualified instructors who discuss their careers
Have an understanding of the career and the requirements of this career (accredited learning, HEI) this will be done through research and also through visit day.	Literacy Citizenship	Visits and volunteering at various work experiences.
Students will be taught about business start-up and entrepreneurship and will engage with such projects that allow for this to be developed on a personal level.	PSHE Maths  Citizenship	Pupils engage in multiple collapsed curriculum activities with the purpose of designing / making/ running events for financial profit (for example, Christmas and Summer fair)