



# Halesbury School Careers and Preparing for Adulthood Programme 2023/2024



Our Careers and Preparing for Adulthood programme is mapped to the Eight Gatsby Benchmarks:

## The Eight Gatsby Benchmarks of Good Career Guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

## Our Vision

The intent of our Careers Programme at Halesbury School is to provide students with a stable and consistent careers education which ensures that all students are provided with the opportunity to prepare for their transition into further study or the world of work.

We intend to raise aspirations through exposure to a wide range of education and employment opportunities, which are embedded throughout our school curriculum. Students will experience a range of encounters, tailored to their individual needs and circumstances, including community facilities, employers and potential Post-16/19 settings, ensuring equal opportunities and inclusion.

Moreover, our careers programme is an entitlement, not an opportunity, whereby all pupils will be supported to consider their next steps and future. At Halesbury School we strive to provide an enriching, stimulating and sensitive careers programme that supports all students to experience positive transition, live as independently as possible and achieve their true potential in life.

Halesbury has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is working towards consistently meeting the eight Gatsby Benchmarks.

<b>Key Strategic Objectives:</b>
1. To support pupils and their families in developing their understanding of transitions and future planning.
2. To prepare pupils for successful and positive transitions into life after Halesbury.
3. To provide pupils with well-rounded and broad experiences of the ever-changing world of work.
4. To support pupils in the development of the interpersonal skills, qualities and attitudes that will be needed throughout life.
5. To foster a sense of ambition and determination to motivate pupils to live as independently as possible.
6. To support inclusion and promote equal opportunities by challenging stereotyping and encouraging diversity.

### Careers Activities: All Secondary Pathways

Activity	Details	Impact	Gatsby Benchmarks Covered
<b>Displays</b>	Careers and PFA based displays will be placed around Halesbury School.	Increased awareness and profile of careers at Halesbury School.	2, 4
<b>Visiting Speakers (employers, colleges, training providers, charities, and Alumni)</b>	Careers focused visiting speakers throughout the course of the academic year. Relevant speakers will be sought for all pathways.	Students have an improved awareness of the variety of careers and educational pathways available. They also have increased knowledge of the skills and qualifications required to enter the current labour market.	2, 3, 4, 5, 7, 8
<b>Student Voice</b>	Careers programme and provision has been evaluated by students. Activities, such as guest speakers, are also evaluated by students to ensure talks are relevant and accessible.	The school is aware of current strengths and areas for development which will then be used to inform future planning.	1, 3
<b>Parental Engagement</b>	Parental engagement is encouraged via virtual and face to face meetings, website, annual reviews, Preparation for Adulthood meetings and careers newsletters at key points throughout the academic year.	Increased parental awareness of the variety of careers and educational pathways available on both a local and national scale.	1, 2, 3, 5, 7, 8
<b>SEND LMI Toolkit</b>	Students, staff and parents/carers can utilise - <a href="#">Your Future Black Country – Shape your future</a>	Facilitates informed decision-making regarding future study and career options, as well as developing employability skills and knowledge of the local labour market.	1, 2, 3

<b>National Careers week</b>	All pathways celebrate National Careers Week with themed tutor slots and assemblies which include speakers from different careers sectors.	Increased student awareness of variety of educational pathways, opportunities and potential careers available on both a local and national scale.	2, 5, 7
<b>Careers Newsletter</b>	Each term a newsletter will be sent out to parents/carers of all Secondary-aged pupils in order to share important information, news, events and achievements relating to our Careers provision.	Increased parent/carer awareness of the events and activities that are taking place in school as well as supporting parents/carers to increase awareness of employment and education opportunities as well as community activities that may be beneficial to their child.	2, 3, 4
<b>Leisure Activities</b>	All Secondary-aged pupils will have the opportunity to participate in a variety of off-site leisure activities over the course of the academic year.	Promoting community inclusion and the maintenance of a healthy lifestyle whilst also enabling young people to have the opportunity to interact and communicate with a wider range of adults.	3, 4, 5, 6
<b>Careers Guidance</b>	Pupils in Year 9, 10, 11, 13 and 14 receive guidance sessions with a Level 6 CIAG practitioner.	Opportunity to explore potential future options, personal strengths and preferences in order to contribute to EHCP reviews and PfA meetings.	2, 3, 8
<b>PfA Days</b>	Each week, all students in the secondary phase of school will have a PfA day on their timetable where they will participate in a variety of careers and preparing for adulthood activities such as work-based learning, fundraising, enterprise and community engagement.	Students develop employability skills such as teamwork, communication and problem solving whilst continuing to develop awareness of local education and employment opportunities.	1, 4, 5, 7

## Pathway Specific Careers Programme - Aims and Activities

### Post 16 Careers Provision

**Post 16 Aim:** To engage in sensory- based, world of work experiences which encourage our young people to develop the skills needed to experience positive transitions, live as independently as possible and achieve their true potential in life.

### **Post 16 Activities:**

<b>Activity</b>	<b>Term or Date</b>	<b>Impact</b>	<b>Gatsby Benchmarks Covered</b>
<b>WBL: Ashfield Gardens</b>	<b>All Academic year – ongoing regular activity</b>	To develop skills and prepare for transition by engaging in sensory work experiences.	1, 2, 3, 5, 6,
<b>WBL: Riverside House</b>	<b>All Academic year – ongoing regular activity</b>	To develop skills and prepare for transition by engaging in sensory work experiences.	1, 2, 3, 5, 6,
<b>Home Cooking</b>	<b>All Academic year – ongoing regular activity</b>	To improve and develop independent living skills.	1, 3, 4,
<b>Café Visits</b>	<b>All Academic year – ongoing regular activity</b>	To prepare to access community facilities and experience a wider range of food by visiting local cafes.	1, 3, 4, 6,
<b>Visits and Tours of Specialist Post 19 Provision</b>	<b>All Academic year – ongoing regular activity</b>	To allow young people and parents/carers opportunities to make informed decisions regarding future educational opportunities and increase the likelihood of positive transitions.	1, 2, 3, 7,

<b>Life Skills</b>	<b>All Academic year – ongoing regular activity</b>	Young people will have the opportunity to practise a wide-range of life skills in a real-world setting using the new provision in the house.	1, 3, 4,
<b>Pop-Up Shop</b>	<b>Spring Term</b>	To participate in an enterprise project which culminates in a one-day event where pupils organise, set up and run a pop-up shop.	2, 3, 4, 5, 6
<b>Employer Engagement: ‘Money Go Round’ Workshops by West Brom Building Society</b>	<b>Spring Term</b>	To allow young people to practice financial transactions through a range of sensory-based, practical activities.	1, 3, 4, 5
<b>Birmingham Hippodrome Education Network</b>	<b>Spring Term</b>	To engage in sensory workshops to build awareness of the creative arts and develop the skills and confidence to access the theatre.	1, 3, 4, 6,
<b>Employer Projects: Forge Mill Farm</b>	<b>Summer Term</b>	To carry out an employer-set project in order to develop general employability skills and engage with a local SEND-friendly employer.	1, 3, 4, 6,
<b>Transition Days</b>	<b>Summer Term</b>	To allow the preparatory time needed for young people to experience positive transitions – including offsite visits and taster sessions for those who are transitioning to a new setting.	1, 3, 7,

### Amethyst and Emerald Class (Additional Needs Base Classes) Careers Provision

**Amethyst and Emerald Class (Additional Needs Base Classes Aim:** To engage in sensory- based, world of work experiences which encourage our young people to develop the skills needed to experience positive transitions, live as independently as possible and achieve their true potential in life.

#### **Amethyst and Emerald Class (Additional Needs Base Classes Activities:**

<b>Activity</b>	<b>Term or Date</b>	<b>Impact</b>	<b>Gatsby Benchmarks Covered</b>
<b>WBL: Riverside House</b>	<b>All Academic year – ongoing regular activity</b>	To develop skills and prepare for transition by engaging in sensory work experiences.	1, 2, 3, 5, 6,
<b>Home Cooking</b>	<b>All Academic year – ongoing regular activity</b>	To improve and develop independent living skills.	1, 3, 4,
<b>Café Visits</b>	<b>All Academic year – ongoing regular activity</b>	To prepare to access community facilities and experience a wider range of food by visiting local cafes.	1, 3, 4, 6,
<b>Visits and Tours of Specialist Post 16 Provision (Year 10/11 Pupils)</b>	<b>All Academic year – ongoing regular activity</b>	To allow young people and parents/carers opportunities to make informed decisions regarding future educational opportunities and increase the likelihood of positive transitions.	1, 2, 3, 7,
<b>Pop-Up Shop</b>	<b>Autumn Term</b>	To participate in an enterprise project which culminates in a one-day event where pupils organise, set up and run a pop-up shop.	2, 3, 4, 5, 6

<b>Employer Engagement: 'Money Go Round' Workshops by West Brom Building Society</b>	<b>Autumn Term</b>	To allow young people to practice financial transactions through a range of sensory-based, practical activities.	1, 3, 4, 5
<b>WBL: Riverside Farm</b>	<b>Autumn/Spring Term</b>	To develop skills and prepare for transition by engaging in sensory work experiences.	1, 2, 3, 5, 6,
<b>Glasshouse College Café and Shop</b>	<b>Autumn/Spring Term</b>	To allow young people and parents/carers opportunities to make informed decisions regarding future educational opportunities and increase the likelihood of positive transitions.	1, 2, 3, 7,
<b>Employer Project: Midland Metro Alliance</b>	<b>Spring Term</b>	To carry out an employer-set project in order to develop general employability skills and engage with a local SEND-friendly employer.	1, 3, 4, 6,
<b>WBL: Equestrian Centre</b>	<b>Spring Term</b>	To develop skills and prepare for transition by engaging in sensory work experiences.	1, 2, 3, 5, 6,
<b>Birmingham Hippodrome Education Network</b>	<b>Summer Term</b>	To engage in sensory workshops to build awareness of the creative arts and develop the skills and confidence to access the theatre.	1, 3, 4, 6,
<b>Employer Project: Forge Mill Farm</b>	<b>Summer Term</b>	To carry out an employer-set project in order to develop general employability skills and engage with a local SEND-friendly employer.	1, 3, 4, 6,



<b>Transition Days</b>	<b>Summer Term</b>	To allow the preparatory time needed for young people to experience positive transitions – including offsite visits and taster sessions for those who are transitioning to a new setting.	1, 3, 7,
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## Pathway 1 Careers Provision

**Pathway 1 Aim:** To engage in sensory- based, world of work experiences which encourage our young people to develop the skills needed to experience positive transitions, live as independently as possible and achieve their true potential in life.

### **Pathway 1 Activities:**

<b>Activity</b>	<b>Term or Date</b>	<b>Impact</b>	<b>Gatsby Benchmarks Covered</b>
<b>Community Activities and Community Walks</b>	<b>All Academic year – ongoing regular activity</b>	To develop skills by engaging with the local community and carrying out career-related activities including job spotting, road safety and improving listening and communication skills.	1, 2, 3, 4, 5,
<b>Home Cooking</b>	<b>All Academic year – ongoing regular activity</b>	To improve and develop independent living skills.	1, 3, 4,
<b>Café Visits</b>	<b>All Academic year – ongoing regular activity</b>	To prepare to access community facilities and experience a wider range of food by visiting local cafes.	1, 3, 4, 6,
<b>Vocational Profile</b>	<b>All Academic year – ongoing regular activity</b>	To capture information relating to our young people’s strengths, interests and ambitions which can be shared with future settings in order to increase the likelihood of positive transitions.	1, 3, 8
<b>Visits and Tours of Specialist Post 16 Provision (Year 10/11 Pupils)</b>	<b>All Academic year – ongoing regular activity</b>	To allow young people and parents/carers opportunities to make informed decisions regarding future educational opportunities and increase the likelihood of positive transitions.	1, 2, 3, 7,
<b>WBL: Riverside Farm</b>	<b>Autumn Term</b>	To develop skills and prepare for transition by engaging in sensory work experiences.	1, 2, 3, 5, 6,

<b>Birmingham Hippodrome Education Network</b>	<b>Autumn Term</b>	To engage in sensory workshops to build awareness of the creative arts and develop the skills and confidence to access the theatre.	1, 3, 4, 6,
<b>Pop-Up Shop</b>	<b>Autumn Term</b>	To participate in an enterprise project which culminates in a one-day event where pupils organise, set up and run a pop-up shop.	2, 3, 4, 5, 6
<b>Employer Engagement: 'Money Go Round' Workshops by West Brom Building Society</b>	<b>Autumn Term</b>	To allow young people to practice financial transactions through a range of sensory-based, practical activities.	1, 3, 4, 5
<b>Charity Fundraising</b>	<b>Autumn Term</b>	To have a positive impact upon the local community by working as a team to raise funds for a charitable organisation.	1, 2, 3, 4, 5, 6
<b>Careers and Preparing for Adulthood Lessons</b>	<b>Spring Term</b>	To allow young people opportunities to develop the skills, knowledge and understanding needed to make informed decisions regarding future educational opportunities and increase the likelihood of positive transitions.	1, 2, 3, 4, 5, 6, 7, 8
<b>WBL: Equestrian Centre</b>	<b>Spring Term</b>	To develop skills and prepare for transition by engaging in sensory work experiences.	1, 2, 3, 5, 6,
<b>Employer Project: Midland Metro Alliance</b>	<b>Spring Term</b>	To carry out an employer-set project in order to develop general employability skills and engage with a local SEND-friendly employer.	1, 3, 4, 6,
<b>BOM Art Project</b>	<b>Summer Term</b>	To engage in sensory workshops and effectively communicate with activity providers.	1, 3, 4, 5, 6,
<b>Employer Project: Forge Mill Farm</b>	<b>Summer Term</b>	To carry out an employer-set project in order to develop general employability skills and engage with a local SEND-friendly employer.	1, 3, 4, 6,

<b>Transition Days</b>	<b>Summer Term</b>	To allow the preparatory time needed for young people to experience positive transitions – including offsite visits and taster sessions for those who are transitioning to a new setting.	1, 3, 7,
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## Pathway 2 Careers Provision

**Pathway 2 Aim:** To encourage successful transitions and the development of communication, social, emotional and physical skills through an aspirational curriculum that provides learners with opportunities to explore relevant education and employment opportunities.

### **Pathway 2 Activities:**

<b>Activity</b>	<b>Term or Date</b>	<b>Impact</b>	<b>Gatsby Benchmarks Covered</b>
<b>Community Activities and Community Walks</b>	<b>All Academic year – ongoing regular activity</b>	To develop skills by engaging with the local community and carrying out career-related activities including job spotting, road safety and improving listening and communication skills.	1, 2, 3, 4, 5,
<b>Home Cooking</b>	<b>All Academic year – ongoing regular activity</b>	To improve and develop independent living skills.	1, 3, 4,
<b>Café and Library Visits</b>	<b>All Academic year – ongoing regular activity</b>	To develop the social skills needed to access community facilities in an appropriate and meaningful way.	1, 3, 4, 6,
<b>Vocational Profile</b>	<b>All Academic year – ongoing regular activity</b>	To capture information relating to our young people's strengths, interests and ambitions which can be shared with future settings in order to increase the likelihood of positive transitions.	1, 3, 8
<b>Visits and Tours of Relevant Post 16 Provision (Year 10/11 Pupils)</b>	<b>All Academic year – ongoing regular activity</b>	To allow young people and parents/carers opportunities to make informed decisions regarding future educational opportunities and increase the likelihood of positive transitions.	1, 2, 3, 7,
<b>WBL: Equestrian Centre</b>	<b>Autumn Term</b>	To learn about the world of work, develop communication skills and encourage participation in FE and employment, where appropriate.	1, 2, 3, 4, 5, 6,

<b>Pop-Up Shop</b>	<b>Autumn Term</b>	To participate in an enterprise project which culminates in a one-day event where pupils organise, set up and run a pop-up shop.	2, 3, 4, 5, 6
<b>Employer Engagement: 'Money Go Round' Workshops by West Brom Building Society</b>	<b>Autumn Term</b>	To allow young people to practice financial transactions through a range of practical activities in order to improve competence and confidence.	1, 3, 4, 5
<b>Birmingham Hippodrome Education Network</b>	<b>Autumn Term</b>	To engage in sensory workshops to build awareness of the creative arts and develop the skills and confidence to access the theatre.	1, 3, 4, 6,
<b>Charity Fundraising</b>	<b>Autumn Term</b>	To have a positive impact upon the local community by working as a team to raise funds for a charitable organisation.	1, 2, 3, 4, 5, 6
<b>Careers Preparing for Adulthood and life skill Lessons</b>	<b>Spring Term</b>	To allow young people opportunities to develop the skills, knowledge and understanding needed to make informed decisions regarding future educational opportunities and increase the likelihood of positive transitions.	1, 2, 3, 4, 5, 6, 7, 8
<b>WBL: Forge Mill Farm</b>	<b>Spring Term</b>	To develop skills and prepare for transition by engaging in sensory work experiences.	1, 2, 3, 5, 6,
<b>Mock Interviews with Employers and Colleges (Year 10/11 Pupils)</b>	<b>Spring Term</b>	To develop the confidence and inter-personal skills required to undertake interviews for Further Education and Employment opportunities in the future.	1, 2, 3, 4, 5, 6,
<b>BOM Art Project</b>	<b>Summer Term</b>	To engage in creative workshops and effectively communicate with activity providers.	1, 3, 4, 5, 6,

<b>Employer Project: Forge Mill Farm</b>	<b>Summer Term</b>	To carry out an employer-set project in order to develop general employability skills and engage with a local SEND-friendly employer.	1, 3, 4, 6,
<b>Transition Days</b>	<b>Summer Term</b>	To allow the preparatory time needed in order for young people to experience positive transitions – including offsite visits and taster sessions for those who are transitioning to a new setting.	1, 2, 3, 7,

### Pathway 3 Careers Provision

**Pathway 3 Aim:** To raise aspirations, challenge stereotypes and ensure a successful transition into a purposeful future by exploring all relevant and appropriate options for education and employment to improve the possibility and probability of securing and maintaining paid work in the future.

#### **Pathway 3 Activities:**

<b>Activity</b>	<b>Term or Date</b>	<b>Impact</b>	<b>Gatsby Benchmarks Covered</b>
<b>Community Activities and Community Walks</b>	<b>All Academic year – ongoing regular activity</b>	To develop skills by engaging with the local community and carrying out career-related activities including job spotting, road safety and improving listening and communication skills.	1, 2, 3, 4, 5,
<b>Home Cooking</b>	<b>All Academic year – ongoing regular activity</b>	To improve and develop independent living skills.	1, 3, 4,
<b>Café and Library Visits</b>	<b>All Academic year – ongoing regular activity</b>	To develop the social skills needed to access community facilities in an appropriate and meaningful way.	1, 3, 4, 6,
<b>Vocational Profile</b>	<b>All Academic year – ongoing regular activity</b>	To capture information relating to our young people's strengths, interests and ambitions which can be shared with future settings in order to increase the likelihood of positive transitions.	1, 3, 8
<b>Visits and Tours of Post 16 Providers, Colleges and Training Providers</b>	<b>All Academic year – ongoing regular activity</b>	To allow young people and parents/carers opportunities to make informed decisions regarding future educational opportunities and increase the likelihood of positive transitions and sustained FE participation.	1, 2, 3, 7,



<b>WBL: Forge Mill Farm</b>	<b>Autumn Term</b>	To develop skills and prepare for transition by engaging in sensory work experiences.	1, 2, 3, 5, 6,
<b>NHS Visit Day</b>	<b>Autumn Term</b>	To allow young people to experience the world of work and develop the key employability skills that will be needed in order to obtain paid work in the future.	1, 3, 4, 6, 7,
<b>Birmingham Hippodrome Education Network</b>	<b>Spring Term</b>	To engage in art-based workshops to build awareness of careers within the creative arts, develop inter-personal skills and access the theatre in an appropriate manner.	1, 3, 4, 6,
<b>Charity Fundraising</b>	<b>Spring Term</b>	To have a positive impact upon the local community by working as a team to raise funds for a charitable organisation and explore work opportunities within the voluntary sector.	1, 2, 3, 4, 5, 6
<b>BOM Art Project</b>	<b>Spring Term</b>	To engage in creative workshops, embrace digital media and effectively communicate with activity providers.	1, 3, 4, 5, 6,
<b>Pop-Up Shop</b>	<b>Spring Term</b>	To participate in an enterprise project which culminates in a one-day event where pupils organise, set up and run a pop-up shop.	2, 3, 4, 5, 6
<b>Employer Engagement: 'Money Go Round' Workshops by West Brom Building Society</b>	<b>Spring Term</b>	To allow young people to develop their understanding of how to carry out successful financial transactions and the importance of saving.	1, 3, 4, 5
<b>Careers Preparing for Adulthood and life skill Lessons</b>	<b>Spring Term</b>	To allow young people opportunities to develop the skills, knowledge and understanding needed to make informed decisions regarding future educational opportunities and increase the likelihood of positive transitions.	1, 2, 3, 4, 5, 6, 7, 8

<b>Mock Interviews with Employers and Colleges</b> <b>(Year 10/11 Pupils)</b>	<b>Spring Term</b>	To develop the confidence and inter-personal skills required to undertake interviews for Further Education and Employment opportunities in the future.	1, 2, 3, 4, 5, 6,
<b>Employer Project: Enterprise Advisor</b>	<b>Summer Term</b>	To enable young people to work with an experienced business-person to develop some entrepreneurial skills.	1, 3, 4, 5
<b>WBL: Equestrian Centre</b>	<b>Summer Term</b>	To develop skills and prepare for transition by engaging in sensory work experiences.	1, 2, 3, 5, 6,
<b>Transition Days</b>	<b>Summer Term</b>	To allow the preparatory time needed in order for young people to experience positive transitions – including offsite visits and taster sessions for those who are transitioning to a new setting.	1, 2, 3, 7,

### Pathway 4 Careers Provision

**Pathway 4 Aim:** To raise aspirations, challenge stereotypes and ensure a successful transition into a purposeful future by exploring all relevant and appropriate options for education and employment to improve the possibility and probability of securing and maintaining paid work in the future.

#### **Pathway 4 Activities:**

<b>Activity</b>	<b>Term or Date</b>	<b>Impact</b>	<b>Gatsby Benchmarks Covered</b>
<b>Community Activities and Community Walks</b>	<b>All Academic year – ongoing regular activity</b>	To develop skills by engaging with the local community and carrying out career-related activities including job spotting, road safety and improving listening and communication skills.	1, 2, 3, 4, 5,
<b>Home Cooking</b>	<b>All Academic year – ongoing regular activity</b>	To improve and develop independent living skills.	1, 3, 4,
<b>Café and Library Visits</b>	<b>All Academic year – ongoing regular activity</b>	To develop the social skills needed to access community facilities in an appropriate and meaningful way.	1, 3, 4, 6,
<b>Vocational Profile</b>	<b>All Academic year – ongoing regular activity</b>	To capture information relating to our young people's strengths, interests and ambitions which can be shared with future settings in order to increase the likelihood of positive transitions.	1, 3, 8
<b>Visits and Tours of Post 16 Providers, Colleges and Training Providers</b>	<b>All Academic year – ongoing regular activity</b>	To allow young people and parents/carers opportunities to make informed decisions regarding future educational opportunities and increase the likelihood of positive transitions and sustained FE participation.	1, 2, 3, 7,

<b>WBL: Forge Mill Farm</b>	<b>Autumn Term</b>	To develop skills and prepare for transition by engaging in sensory work experiences.	1, 2, 3, 5, 6,
<b>NHS Visit Day</b>	<b>Autumn Term</b>	To allow young people to experience the world of work and develop the key employability skills that will be needed in order to obtain paid work in the future.	1, 3, 4, 6, 7,
<b>WBL: Equestrian Centre</b>	<b>Autumn Term</b>	To develop skills and prepare for transition by engaging in sensory work experiences.	1, 2, 3, 5, 6,
<b>Careers Preparing for Adulthood and life skill Lessons</b>	<b>Spring Term</b>	To allow young people opportunities to develop the skills, knowledge and understanding needed to make informed decisions regarding future educational opportunities and increase the likelihood of positive transitions.	1, 2, 3, 4, 5, 6, 7, 8
<b>BOM Art Project</b>	<b>Spring Term</b>	To engage in creative workshops, embrace digital media and effectively communicate with activity providers.	1, 3, 4, 5, 6,
<b>Mock Interviews with Employers and Colleges (Year 10/11 Pupils)</b>	<b>Spring Term</b>	To develop the confidence and inter-personal skills required to undertake interviews for Further Education and Employment opportunities in the future.	1, 2, 3, 4, 5, 6,
<b>Birmingham Hippodrome Education Network</b>	<b>Summer Term</b>	To engage in art-based workshops to build awareness of careers within the creative arts, develop inter-personal skills and access the theatre in an appropriate manner.	1, 3, 4, 6,
<b>Charity Fundraising</b>	<b>Summer Term</b>	To have a positive impact upon the local community by working as a team to raise funds for a charitable organisation and explore work opportunities within the voluntary sector.	1, 2, 3, 4, 5, 6

<b>Pop-Up Shop</b>	<b>Summer Term</b>	To participate in an enterprise project which culminates in a one-day event where pupils organise, set up and run a pop-up shop.	2, 3, 4, 5, 6
<b>Employer Engagement: 'Money Go Round' Workshops by West Brom Building Society</b>	<b>Summer Term</b>	To allow young people to develop their understanding of how to carry out successful financial transactions and the importance of saving.	1, 3, 4, 5
<b>Employer Project: Enterprise Advisor</b>	<b>Summer Term</b>	To enable young people to work with an experienced business-person to develop some entrepreneurial skills.	1, 3, 4, 5
<b>Transition Days</b>	<b>Summer Term</b>	To allow the preparatory time needed in order for young people to experience positive transitions – including offsite visits and taster sessions for those who are transitioning to a new setting.	1, 2, 3, 7,
<b>Work Experience</b>	<b>As Required</b>	To allow young people to experience working life within a sector of interest and develop the skills required to secure and sustain employment in the future.	1, 3, 4, 5
<b>Employability UK Workshops</b>	<b>TBC</b>	Develop inter-personal skills and inspire, motivate and encourage learners to explore possibilities for their future through a range of activities.	1, 2, 3, 4, 5

\* This programme represents all of the activities that have been planned for the upcoming academic year but is not an exhaustive list as we will strive to implement activities, visits and experiences in line with students' interests and needs as required.