



## Trinity Academy Cathedral

<b>Policy:</b>	Careers Policy
<b>Date of review:</b>	September 2023
<b>Date of next review:</b>	September 2024
<b>Lead professional:</b>	Ruth Lawson
<b>Status:</b>	Non-Statutory
<b>Name of academy</b>	Trinity Academy Cathedral

## **1. Purpose of policy and guiding principles**

- 1.1 Careers education, information and guidance (CEIAG) programmes make a significant contribution to preparing young people for the opportunities, responsibilities and experiences of adult life.
- 1.2 The CEIAG programme is designed to be progressive from Year 7 to Year 11 and support students in making informed choices in years 9 and 11.
- 1.3 At Trinity Academy Cathedral we aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers. Through careers education and guidance it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and abilities.
- 1.4 In particular we intend our students to:
  - Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
  - Develop independent research skills so that they can make good use of information and guidance.
  - Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

We recognise that the process of making career decisions is a lengthy one that will continue after our students leave school.

## **2. Commitments**

- 2.1 Directors, Governors and staff are committed to:
  - The provision of resources and advice to enable students to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all years.
  - Encouraging students to achieve and to be ambitious.
  - Involving students, parents and carers in the further development of careers work.
  - Working with support agencies so that no student is disadvantaged in gaining access to education, training or work.
  - Working towards achieving and retaining the Quality Standards in Careers Education award.
  - Meeting all eight of the Gatsby Benchmarks.
  - Adhere to sections 42A, 42B, 45 and 45A of the Education Act 1997, section 72 of the Education and Skills Act 2008, Schedule 4 (15) of the School Information (England) Regulations 2008.

## **3. Provision**

- 3.1 Careers includes education, information and guidance. Careers education helps our students develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance students are able to use their knowledge and skills to make the decisions about learning and work that are right for them. Careers education forms an integral part of the curriculum and is achieved via PSHE lessons in Y7-9, discussion during curriculum time, assemblies, morning prep and individual, targeted opportunities, for example visits to universities or work places and talks with employers.
- 3.2 Careers guidance is supported by the morning prep tutors do in tutorial time. All staff are involved in guidance e.g. support during selection of Phase Two options and post-16 applications.
- 3.3 We are also well supported by our qualified and impartial careers adviser who is in school one day per week (employed by C&K careers). We also have a careers officer who is full time and is located within the careers centre. Careers guidance interviews predominately take place on a one to one basis (and some group interviews) for all students in Y10/11. Priority in the first instance is given to students identified at risk of becoming NEET and those with EHCPs.

3.4 Careers information and resources are available in school for students to access. Our CEIAG programme aims to guarantee all students who leave Trinity Academy Cathedral at the end of Year 11 have a post-16 destination.

**3.5 Phase 1 provision includes:**

	Usual activities
Year 7	Labour Market information assembly Careers library introduction Career routes & local employer assemblies Careers focus term of PSHE lessons (Exploring skills & aspirations) Examples of subject specific or one-off activities: Girls in Engineering project Leeds to Success Channel 4 assembly & workshop
Year 8	Labour Market information assembly Careers library introduction Career routes & local employer assemblies Careers focus term of PSHE lessons (Community & careers) Examples of subject specific or one-off activities: STEMPlus at Wakefield College Burberry Textiles workshop Salters Festival of Chemistry at Leeds Uni Girls in Engineering project Leeds to Success
Year 9	Labour Market information assembly Career routes & local employer assemblies Meeting with SLT member, if requested, prior to making options choices Careers focus term of PSHE lessons (Goal setting) University visit Careers Fair STEMPlus at Wakefield College Examples of subject specific or one-off activities: Travel & Tourism visit to Barnsley College Give Construction a Go event Girls in Engineering project Leeds to Success

**3.6 Phase 2 Provision includes:**

	Usual activities
Year 10	Labour Market information assembly Summit of Possibilities Career routes & local employer assemblies Careers Fair Preparatory sessions for mock interviews, including application form writing Mock interviews University visits and residentials National Apprenticeship show Workplace visit to OE Electrics Examples of subject specific or one-off activities: Operating Theatre Live BPP Uni Law School mock trials Catering visit to Barnsley College Crime scene to courtroom workshop activity
Year 11	Labour Market information assembly Career routes & local employer assemblies Careers fair

	Assemblies from FE colleges & 6 <sup>th</sup> forms & linked to morning prep booklets College taster days Year 11 info evening with access to local colleges Post-16 application support in careers library 1:1 & group careers interview with L6 careers advisor University visits Skills Yorkshire Roadshow Apprenticeship search and application support
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In addition to the 'core' careers programme above, students will also have the opportunity to partake in bespoke activities / schemes on a student by student and subject basis.

**By the end of Phase 2 Students will have:**

- Received career guidance through one to one and / or group guidance with the school Careers Adviser.
- Have information about the full range of Post 16 pathways through further education and apprenticeships.
- Have had the opportunity to participate in college tasters to sample Post 16 subjects.
- Will have completed online applications for Post 16 opportunities.
- Have had opportunities for encounters with employers including those with school leaver vacancies.
- Experience the process of going for an interview and receive constructive feedback.

**4. Equal opportunities**

Trinity Academy Cathedral is keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Students with Special Educational Needs are offered additional careers advice. The destinations of our leavers are closely monitored and younger students informed so that we are aware of trends and opportunities.

**5. Relationship to other parts of the curriculum and other policies**

Careers education is conducted in accordance with the school's equal opportunities policy and other relevant policies. The whole school remit of careers is recognised and the curriculum is developed alongside that of other areas so that careers education is an integral part of the whole school curriculum, particularly within PSHE lessons at KS3. Curriculum maps for all subjects incorporate planning for careers education using the THINK Careers strategy.

**6. Parents and Carers**

Parental involvement is encouraged at all stages. Online resources can be accessed through links on the school website.

**7. Management**

The Assistant Principal with responsibility for Careers Leadership oversees the implementation of the careers programme and also oversees CEIAG and careers appointments for the careers advisor.

## **8. Resources**

The school has an accessible and dedicated careers centre which provides resources and a private space for careers interviews. The careers advisor is available on site one day per week providing independent and impartial careers advice. Careers interviews are scheduled for all Year 11 students, with additional interviews arranged on a case by case basis. The Academy has links with various local businesses, HE institutions and the Local Enterprise Network, all of whom offer valuable first hand advice and resource to our students. We work with a local engineering company, OE Electrics, to provide our students with the opportunity to have experience of the world of work.

## **9. Monitoring, evaluation and review**

The careers programme is monitored regularly and reviewed & adapted to meet the needs of our cohort. Trinity Academy Cathedral will measure the effectiveness of the CEIAG provision by considering both attainment data and destination data for our students at all transition stages. We will also take into account student voice and feedback from staff & employers.