



Trinity Academy Cathedral

Policy:	Careers Policy
Date of review:	September 2025
Date of next review:	September 2026
Lead professional:	Ruth Lawson
Status:	Non-Statutory
Name of academy:	Trinity Academy Cathedral, Wakefield

1. Purpose of policy and guiding principles

- Careers education, information and guidance (CEIAG) programmes make a significant contribution to preparing young people for the opportunities, responsibilities and experiences of adult life.

This policy has been updated to reflect the Careers guidance and access for education and training providers (DfE, May 2025) and the statutory requirement for schools to deliver careers guidance from Year 7 onwards, in line with the revised Gatsby Benchmarks (statutory from September 2025).

- 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.
- 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. The Cathedral Challenge & Experiences for All are the vehicles we use to ensure students are exposed to an array of activities and events.
- In particular we intend our students to:
 - Build essential employability skills (aligned to Skills Builder), including resilience, teamwork, talking.
 - 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.

Delivering CEIAG as a statutory entitlement in line with the May 2025 DfE guidance.

- Meeting all eight revised Gatsby Benchmarks.
- Delivering the Work Experience Guarantee, ensuring every student has access to at least two weeks of meaningful workplace experience by the end of Year 11.
- Ensuring every student receives personal guidance from a qualified careers adviser: at least one interview by age 16.
- Working with students, parents and carers to involve them in careers learning, transition planning and post-16 decisions.

- Working with external partners (including C&K Careers, the Careers and Enterprise Company, LEP, local employers, training providers and FE/HE institutions) to ensure students are not disadvantaged in access to opportunities.

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 Morning Prep & PSHE lessons in Y7-9, discussion during curriculum time, assemblies, and individual, targeted opportunities, for example visits to universities or workplaces and talks with employers.
- 3.2 Careers guidance is supported by the morning prep tutors 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	Career routes & local employer assemblies Careers focus during some Morning prep sessions (Exploring skills & aspirations) Examples of subject specific or one-off activities: Girls in Engineering project Leeds to Success Channel 4 assembly & workshop
Year 8	Career routes & local employer assemblies 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	Career routes & local employer assemblies Meeting with SLT member, if requested, prior to making options choices Careers focus term of morning prep sessions (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:

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 & Lloyds Bank 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 th 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

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 morning prep 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, the Local Enterprise Network and West Yorkshire LEP, all of whom offer valuable first-hand advice and resource to our students. We work with a local engineering company, OE Electrics & Lloyds Bank, 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. A termly Compass+ evaluation takes place to monitor progress against The Gatsby Benchmarks.