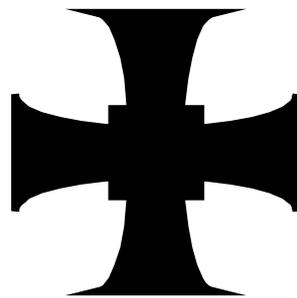


# TRINITY SCHOOL CARLISLE



A CHURCH OF ENGLAND ACADEMY

## CAREERS POLICY

**Pastoral Committee**

**Reviewed:** May 2021

**Approved by the Pastoral Committee:** June 2021

**Ratified by the full Governing Body:** July 2021

**Next review:** May 2023

## Careers Education and Guidance

Trinity School is committed to providing its students with a varied programme of Careers Education and Guidance activities to equip and enable them to make informed subject and career decisions and choices at key transition points; both during School and Post 16.

Provision aims to help students develop, identify and add to their employability skills throughout their School life. It also contributes to the School's key values of standards, responsibility and opportunity for all, raising aspirations and enabling students to acquire social and vocational skills, manage risk and to develop their decision making, their ability to contribute to a team and individual problem-solving skills. Importantly Careers Education and guidance at Trinity School seeks to help students understand and be prepared for the ever changing and challenging work and career environment.

### Statutory Careers work in School

Trinity School has always recognised that high quality impartial *careers guidance* can make a major contribution to the whole school vision. The aim of our vision is to provide an educational environment that enables every person to achieve their full potential within a supportive, caring and aspirational setting so that they leave the school fully equipped to be a rounded citizen who can make a full contribution to a dynamic modern Britain and world community.

To guide the Leadership Team and other teaching staff on all aspects of *careers guidance*, the school employs a Level 6 qualified careers guidance practitioner (known as the Careers Leader), buys in additional services from Inspira Level 6 qualified Career Advisers and works with a range of other external sources and providers including education providers, employers and local enterprise support networks.

New and updated requirements for *careers guidance* reflect the fast-changing nature of the world of work and we are fully committed to meeting these requirements. Trinity School continually reviews and enhances *careers guidance* processes to ensure that our students will leave school informed, competent and able to make a positive contribution and be successful in their working lives.

Trinity School began working towards the Gatsby Charitable Foundation's Benchmarks in the 2018 - 19 academic year. The Gatsby Foundation provides a clear rationale for careers guidance which is in line with our school vision and aims. We believe that the benchmarks provide demanding standards for *careers guidance* whilst being refreshingly well written and straightforward to interpret. We see the benchmarks as a way of developing the content and assessment, of our current *careers guidance* provision, and as a method of measuring our progression. We therefore welcome the January 2018 DFE Statutory Guidance (for governing bodies, school leaders and school staff) and its recommendation for schools to use the Gatsby Benchmarks.

*Gatsby Charitable Foundation* <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

1. A stable career 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

To this end, we endeavour to monitor both the attainment and the destinations of our students and do all that we can to support increasing numbers progressing to apprenticeships,

universities (including selective universities), traineeships, and other positive destinations. It is also our aim to work closely with our Local Authority to support more vulnerable young people, including those with special educational needs and those who are disengaged or at risk of disengaging.

## **Implementation of Careers Education and Guidance**

Careers education will take many different forms at Trinity School, including designated drop-down days, information evenings, outside speakers in the Personal Development curriculum activities and assemblies. It will also take place during Parents' Evenings, and on days when there may be career conferences, university visits and talks, workshops and employer's visits as well as transition meetings, where advice will be given on work experience programmes. Face-to-face interviews are a regular feature of School provision emphasising a highly personalised approach.

Trinity School will ensure that high attaining students are supported to make an informed choice about whether to aim for university, including the very best universities and courses, or an apprenticeship as an equally high calibre and demanding route into employment and higher education. We shall continue to provide a learning environment which will motivate students to think beyond their immediate experiences and encourage them to consider a broader and more ambitious range of future education and career opportunities.

## **Careers Programme**

The school publishes its careers programme on the school website. This school website contains a careers guidance page which is accessible to students and to parents, employers, education and training providers via the information tab on the Trinity School website. This page contains a link to the school careers programme and information on the careers support available in school and how to access it. It also provides an access point to licensed careers guidance packages, a number of other recommended careers information websites, the government apprenticeship search website, college websites and details of local open events. The school values the support which parents and carers can offer and recommends that they look at this page.

## **Entitlement to the Careers Guidance and Education**

All students are entitled to and will receive impartial and independent careers education and guidance support during their education at Trinity School. The key features of which include:

### **Guidance**

- Providing access to impartial and independent individual advice and guidance open to Years 7 to 13.
- A conscious drive to work to prevent all forms of stereotyping in the advice and guidance to ensure that all boys and girls from all backgrounds and diversity groups consider the widest possible full range of careers.
- A determination that all Year 11 students will receive a one to one progression interview and an action plan to discuss their post 16 progression options.
- Providing access to Independent advisors for those students to whom the school deems it to be the most suitable form of support, including those with SEN or disabilities and pupil premium.
- Targeted support for identified vulnerable students in Year 11 at risk of becoming NEET [Not in Education, Employment or Training] to discuss their Post 16 options.
- One to one guidance interviews with Year 13 students applying to university, supporting them with their application and help with writing their personal statement.

- Careers interviews available for all students in Year 13 not applying to University, to discuss progression choices including information on advance and higher level apprenticeships.
- Additional Careers Services that are 'bought in' as and when required.

We shall maintain records to allow frequent evaluation of our success in supporting students to take up education and training which offers good long term prospects through analysis of internal destination measures and DfE destination measures. This data will be shared routinely with the Local Authority.

## **Careers Education**

The school keeps a database of information on sector specific employers, employees, ambassadors and other enterprise bodies who contribute to our current programme of events or would like to be involved in the future. From such people students enjoy the benefit of firsthand sources of current labour market information and employability skills.

Our provision also consists of;

- A range of careers activities, including work-related learning and work experience for all Year 10 and Year 12 students.
- Partnerships with a range of other schools, further education and higher education providers and work-based training and apprenticeship providers in order to ensure that students have access to a range of options at each stage of their education.
- Access for students to CIAG information on the school website as well as careers information held in the School libraries and careers office. Use of on-line advice, including the National Careers Service, jobcentre plus.
- One to one interviews with the Career Leader (IAG Officer).
- Sustained and varied contacts with employer networks and business ambassadors to raise the profile of important career choices and to develop entrepreneurial skills for self-employment as a viable career option.
- University visits and Higher Education (HE) fairs.

The careers programme has strong backing from the Headteacher, Deputy and Assistant Heads and Governing Body. The Careers Leader works across the whole programme co-ordinating activities and providing reports, views and development options to the Leadership Team, which are taken into account when decisions are made.

## **Career Professional Development**

The Careers Leader attends regular careers network meetings with fellow careers leaders to discuss school work and all issues relating to delivering Careers Guidance and Careers Education. The Career Leader will arrange to attend visits to employers, further and higher education institutions, training providers and related careers conferences and workshops to support Labour Market Intelligence knowledge and keep up to date with careers information. Trinity School is member of the Cumbria Careers Hub and works with the Careers and Enterprise Company.

School staff are trained to deliver the programme using a range of methods

- pastoral meetings, staff briefings and inset are used to cascade training and share resources
- Careers Leader attends external professional development events minimum 21 hours per year
- Careers Leader informs school on local and national best practice using knowledge from school careers and enterprise support networks

## **Evaluation and Review**

The school will quality assure careers guidance, including that offered independently to ensure students are receiving advice that is impartial and is relevant to their needs. Monitoring and evaluation of programme strands is undertaken using a range of methods and perspectives. Information is acquired through:

- Collating and analysing student destinations to universities, apprenticeships, traineeships, Further Education (FE) colleges
- written and verbal student, staff and provider evaluation following on from programme activities
- 365 form surveys: students, staff, providers
- link meetings: Careers Leader, Heads of Year and Assistant Headteacher
- Student Voice
- monitoring use of careers resource library and ICT packages
- Heads of Year and Leadership Group formal observation of PSHE delivery
- Careers Leader observation and review of all aspects of school delivery
- Careers Leader and external careers adviser formal termly review
- conversations with parents

## Appendix 1 – The Gatsby Benchmarks

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li><input type="checkbox"/> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li><input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li><input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li><input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li><input type="checkbox"/> All pupils should have access to these records to support their career development.</li> <li><input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>

<b>4. Linking curriculum learning to careers</b>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
<b>5. Encounters with employers and employees</b>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6. Experiences of workplaces</b>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li><input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7. Encounters with further and higher education</b>	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li><input type="checkbox"/> By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8. Personal guidance</b>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

## Appendix 2

### Health and Safety for Work Experience Placements

Whenever a student does work experience as part of their school day both students and parents have a right to expect that all precautions will be taken to ensure that students' health and safety will be paramount during all stages of the work experience placement. When looking for work experience all students regardless of culture, gender social background or physical ability should have equal access to opportunities although health considerations and disability may make some placements unsuitable for some students.

### Student and Parental Responsibilities

- Parents have responsibility to notify school/work placements of any health or special needs issues that may affect the student's ability to participate in the work experience placement/programme. They will also be encouraged to support the student wherever possible in finding and participating enthusiastically in the placement.
- Students have responsibility to listen to and follow any advice/instructions given to them by school or by the employer to ensure that they do not compromise their own or the safety of others.
- Where a placement is outside of the County or the employer does not have the relevant insurances Parent/Carers may take full responsibility for their child and must sign an agreement with the School for this to go ahead.

### A PLACEMENT MUST BE APPROVED BY TRINITY SCHOOL AND CUMBRIA WORK EXPERIENCE (CWE)

- Health and safety inspections are carried out by trained officers employed by CWE. They compile and maintain a database of low, medium and high risk placements in the county of Cumbria.
- Details of all new placements must be forwarded to CWE **at least 12 weeks prior to the commencement of the placement** in order for them to do the Health and Safety check.
- Parents/students will receive a copy of the job description and placement vetting form provided by CWE. Students will not be permitted to participate unless the Work Experience Co-ordinator is in receipt of signed parental and student consent forms.
- Students will not be permitted to participate if it is deemed unsafe for them to do so.

### Insurance

- Department of Education will provide personal accident insurance for all students properly registered for placements (this does not cover travel to and from the placement or against accidents for which neither the Local Authority nor employer could be held responsible, i.e. where the student is negligent through ignoring instructions or behaving irresponsibly).
- All employers used will have Employers Liability Insurance and Public Liability Insurance.

## **Arrangements for Student Visiting and Monitoring**

- The Work Experience Co-ordinator will make arrangements for a check on progress to be made during a placement. If possible, both the employer and student should be spoken to. Small difficulties should be raised/discussed with the student/employer at the time of the visit. More serious problems or concerns should be passed to the Work Experience Co-ordinator immediately.
- Following consultation between the School and any individual employer, the placement of a student may be terminated where the student's attitude, behaviour or attendance is unacceptable or the placement is considered unsafe or inappropriate for the needs of the student.

## Appendix 3

### Code of Practice IIAG

Trinity School is working towards the **Inspiring IAG Gold Award and has achieved Stage**

**1.** The aim of the award is to:

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
5. Provide young people from Year 7 onwards access to impartial professionally qualified careers guidance and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified senior staff to determine ongoing competency.
6. Offer all young people access to impartial and independent careers guidance, at a time and place that suits their needs.
7. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.
8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
9. Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
10. Involve young people in the design, delivery and evaluation of CEIAG programmes.
11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.