



Trinity School

Standards, Responsibility, Opportunity.....for All

Careers Plan

THE CAREERS &
ENTERPRISE
COMPANY

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inspiring you

Last updated: Sept 19

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Introduction

"I have come that they may have life, and have it to the full to overflowing."

John 10:10

Careers guidance has become increasingly important with such large changes to both local and national labour markets, along with an ever changing economic and political position within the UK and internationally.

There is now an increasing breadth and depth of content at both GCSE and A-Level for students. This paired with the introduction of new qualifications and education routes post-16 means that quality careers guidance is vital to ensure that students choose suitable routes to achieve their aspirations. As a school, we have the responsibility to ensure that students are prepared with both the academic results and the employability skills to help them succeed as they enter the labour market.

At Trinity School, careers guidance begins from Year 7 and takes place throughout each of the key stages until students leave at the end of Key Stage 4 or 5, and particularly through the crucial points of options during Years 8 and 11. We have a statutory duty to provide independent and impartial advice to students, including the opportunities available at other educational establishments. As a school, we make sure that students and parents are aware of the importance of their decisions and how they can affect career choices.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

This plan is based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015. The main outcomes of the plan to achieve the eight recommendations of the Gatsby report "Good Career Guidance" dated 2014.

Compass Tool

The Careers and Enterprise Company provide a compass tool in order to assess and evaluate the schools' current careers practices and procedures.

The Compass Tool asks several questions relating to each of the Gatsby Benchmarks and provides a percentage score of achievement against each of the benchmarks. We, as a school are then able to see our areas for development.

Our progress in achieving these benchmarks can be seen below:

Benchmarks	National Average 2018	Aug 2018	Jan 2019	July 2019	Jan 2020	July 2020
1. A stable careers programme	6%	100%	100%	100%		
2. Learning from career and labour market information	32%	100%	100%	100%		
3. Addressing the needs of each pupil	13%	71%	90%	90%		
4. Linking curriculum learning to careers	26%	25%	75%	50%		
5. Encounters with employers and employees	38%	100%	100%	100%		
6. Experiences of workplaces	37%	100%	100%	100%		
7. Encounters with further and higher education	13%	50%	100%	100%		
8. Personal guidance	49%	0%	100%	100%		

Development Priorities

From the results of the Compass Tool assessment, our main priorities in each of the Gatsby Benchmarks for the 2019-20 academic year will be:

Benchmark 1 – A stable careers programme

Gain feedback from students, parents and teaching staff about current career guidance practices:

- Students - using surveys after each employer encounter.
- Staff - an annual review at the end of each academic year.

Benchmark 2 – Learning from career and labour market information

Encourage parents and students to access current labour market information:

- Careers Lead – send email bulletins to students and staff; produce user-friendly versions to parents and students.
- Staff – use the email bulletins from Careers Lead to inform discussion in registration with tutees on a regular basis.
- Parents – half-termly updates in a user-friendly format for local and national changes, discussions during parents' evenings and options evenings.
- Governors – gathering and sharing their insight into current labour practices and changes.

Benchmark 3 – Addressing the needs of each pupil

Create a systematic record of each student's encounters and careers experiences:

- Careers Lead – create a systematic sheet to record and regularly update student experiences throughout their school career.
- Staff – update the Careers Lead on a half-termly basis with any experiences, events or encounters.
- Students – review their encounters annually.

Benchmark 4 – Linking curriculum learning to careers

Include links to careers and the workplace within curriculum subjects, particularly mathematics and English:

- Careers Lead – source employers/employees who could meet with staff to show relevant career links to topics, explore the possibility of employers delivering a lesson/part lesson to students.
- Staff – use workforce links and Unifrog information within lessons on a regular basis to provide meaningful links to careers.

Benchmark 5 – Encounters with employers and employees

Increase the number of meaningful encounters with employers and employees for each student, particularly in Key Stages 4 and 5:

- Careers Lead – include a wider variety of employers/employees within the WOW and careers fairs, use Enterprise Advisor and Inspira links to build relationships with local employers.
- Students – organise suitable work experience placements linking to their chosen career path when in Year 10, take part in voluntary activities in businesses and organisations to increase employability skills and experience.

Benchmark 6 – Experiences of workplaces

Implement a work experience programme within Year 12, to provide a minimum of two workplace opportunities:

- Careers Lead – liaise with the Head of Sixth Form to find suitable placements for students.
- Head of Sixth Form – ensure all students have a suitable placement in Year 12, ensure correct insurances and regulations are met.
- Students – proactively source work placements within their chosen career/higher education sector.

Benchmark 7 – Encounters with further and higher education

Provide a greater range of university and further education encounters for students, especially students in Years 9-12:

- Careers Lead – Use links with local and national providers to organise visit days/sessions to establishments, include a Post -16 event for Year 10 and 11 students to speak with educational providers, armed forces etc
- Students – visit several providers independently when making their choices post 16 and post 18, in order to make informed decisions.

Benchmark 8 – Personal guidance

Provide an opportunity for Year 12 and Year 13 students to speak to an impartial careers advisor:

- Careers Lead – investigate the video link opportunities from Inspira and the National Careers Service.
- Career Lead – Qualified Level 6 Professional Careers Practitioner, additional services bought in via Inspira.

Activities and Events

The table below shows the key events that take place each academic year for each year group. Various CEIAG events also take place for specific groups of students or individual classes during each year.

		Y7	Y8	Y9	Y10	Y11	Y12	Y13
1	Alternatives to University - Degree Apprenticeships		√	√	√	√	√	√
2	Apprenticeship and College Talks			√	√	√	√	√
3	Blue Light Event					√	√	
4	Buzz Quiz - icould	√	√					
5	CV Building				√	√	√	√
6	Dream Placement						√	
7	Employer Rights and Responsibilities	√	√	√	√	√	√	√
8	Futures - Hello Future			√				
9	Futures Ready						√	
10	Identify CCOP students			√	√	√	√	√
11	Inspira Progression Interviews			√	√	√	√	√
12	Interview Techniques					√	√	√
13	LMI Presentation - Hello Future			√	√	√	√	√
14	Mock Interview Day					√	√	√
15	Myth Busters - Hello Future				√	√		
16	National Apprenticeship Week	√	√	√	√	√	√	√
17	National Careers Week	√	√	√	√	√	√	√
18	NCS					√	√	
19	NHS Careers Roadshow		√					
20	Options Assemblies			√		√		
21	Options Day – Employer Event			√				
22	Post 16 Events				√	√		
23	Preparation for working life/Post 16 options				√	√		
24	STEM Roadshow Sellafield, Army, BAA System		√					
25	UCAS events						√	
26	Unifrog Big 50 used during registration fortnightly	√	√	√	√	√	√	√
27	University Support and Summer Schools				√	√	√	√
28	University Talks/Visits			√	√	√	√	
29	What the Employer Expects - Employer Talk				√	√	√	
30	Work Experience				√		√	
31	WOW Day				√			

Useful links

https://www.careersandenterprise.co.uk/	Provides information, advice and guidance about CEIAG opportunities
https://www.unifrog.org/sign-in	Independent and impartial careers tool. University, Apprenticeship, CV builder, Skills Builder, Personal Statement, Personality Test.
https://nationalcareersservice.direct.gov.uk/	Provides information, advice and guidance to help you make decisions on learning, training and work
www.barclayslifeskills.com	Provides advice about CV writing, interview techniques and life skills to improve employability
www.careersbox.co.uk	Free online library of careers related films, news and information
https://www.stepintothens.nhs.uk/	Information and resources about thousands of roles in the NHS along with a quiz to find your ideal role
https://www.cumbria.gov.uk/jobsandcareers/apprenticeships/	Information about available apprenticeships within Cumbria County Council from admin to teaching assistants to civil engineering
https://www.bluelinejobs.co.uk/	Up-to-date job postings and news about the Blue Light Career Market
https://www.coa.co.uk/	Online information, aptitude tests to find suitable careers and labour market news
www.ucas.co.uk	Information about university courses and the application process, student loans etc
www.successatschool.org www.ucas.com/progress	Provides information about various careers sectors
www.careersbox.co.uk	Free online careers related information and video clips
www.ratemyapprenticeship.co.uk	Shows the experiences and ratings that 1000's of school leavers have given their apprenticeships

www.healthcareers.nhs.uk	Advice and guidance on careers in the NHS
www.notgoingtouni.co.uk	Shows other possible routes post-18, other than university
www.parentalguidance.org.uk	Careers information for parents and carers
https://nationalcareersservice.direct.gov.uk	CV Builder, job profiles and lots more. Useful for Year 9 onwards
www.princes-trust.org.uk	Information to help young people make informed decisions about careers
www.volunteering.org.uk	Information about volunteering in different sectors and placements available
www.bestcourse4me.com	Provides information and possible career paths you could take depending upon your chosen academic subjects at GCSE and/or A level
http://unistats.direct.gov.uk	The official website for comparing universities.
www.how2become.com/resources/ultimate-guide-to-building-a-cv	Information about how to write a stand-out CV
http://www.cumbrialep.co.uk	Provides information about the current labour markets.
http://careers.sellafielddirect.co.uk/	Provides information about apprenticeships and graduate schemes ran by Sellafield
https://www.careerpilot.org.uk/	Provides quizzes, job comparisons and information of pathways to reach your career goals

Roles and Responsibilities

To ensure a cohesive and comprehensive approach to CEIAG, it is important that everyone involved in the process is aware of their roles and responsibilities:

Headteacher

- Select a designated Careers Lead within school who has suitable qualifications and experience within the role to lead CEIAG development.
- Ensure that the agreed resources and time are available for CEIAG purposes.
- Support the Careers Lead in reviewing current practices and implementing new developments.

Board of Governors

- Be aware of new legislation relating to careers provision, particularly the Gatsby Benchmarks.
- Support the Careers Lead in reviewing current practices and implementing new developments.
- Support in finding and building relationships with external businesses and employers.
- Familiarise with the school Careers Plan and development priorities and ensure that it is presented in an impartial manner.
- Ensure school provides impartial guidance which includes a range of education and training options and promotes the best interests of the pupils to whom it is given

Careers Lead

- Ensure that Trinity School adheres to and exceeds national statutory guidelines for CEIAG.
- Continually develop and improve personal knowledge of CEIAG opportunities, changing labour markets and upcoming legislation.
- Oversee and ensure there is an accurate record of CEIAG opportunities and the students' involvement.
- Keep teaching staff and tutors up to date with relevant labour market information.
- Liaise with external agencies (including Inspira and the Careers and Enterprise Adviser) who may be able to provide career support within school to staff or students.
- Complete the annual Careers Plan and ensure that it is published on the school website.
- Organise and promote CEIAG events within school as well as external opportunities.
- Liaise with school staff and students about upcoming CEIAG events.

- Liaise and communicate arrangements with visiting employers and workshops.
- Maintain the student career experiences database.
- Research and evaluate new sources of careers information e.g. bulletins, labour market information, software.
- Analyse student and employer feedback from careers events

SLT

- Support the Careers Lead within their own areas of responsibility.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Review progress and achievements against the Careers Plan on an annual basis.

Head of Sixth Form

- Ensure all Y11 students make a smooth transition to Y12 and are supported on the right pathway
- Ensure all Y12 students have a preferred route for post-18 and have made the necessary applications to enter their chosen pathways.
- Support the careers leader to deliver CEIAG activities within the Sixth Form.
- Support the students with their individual career action plans, paying particular attention to those in the NEET risk group.
- Organise, monitor and review the work experience programme for Y12 and liaise with the Careers Lead with any issues.

Head of Year

- Disseminate information from the Careers Lead to tutors.
- Include CEIAG information within assemblies where applicable and relevant.
- Assist the Careers Lead in the organisation and evaluation of careers events in school
- Year 11 – identify students at risk of NEETs and liaise with Careers Lead and other professionals to address any concerns.
- Ensure students are aware of the CEIAG events within their year group and the importance of being proactively involved in these events.

Teachers, Form Tutors and Support Staff

- Ensure they are familiar with the School Career Plan and our development priorities.
- Review medium- and long-term plans to find suitable links to current jobs and career pathways.
- Feedback specific student needs (or opportunities) to the Careers Lead.
- Identify suitable resources or highlight online material that students could access to gain more insight into careers relating to one's subject.
- Use the Unifrog resource to provide up to date information to students about possible roles, labour market changes, salaries, etc.

Parents

- Support school to ensure that students are proactively involved in CEIAG events within school.
- Use the Trinity School CEIAG page on the website as well as 'Useful Links' section with your child to explore possible career pathways and educational routes.
- Accompany your child to information events ran by Trinity School and other educational establishments to help them make informed decisions over their post 16 and post 18 opportunities.

Students

- Use the careers information and resources provided by staff to independently research careers of interest.
- Participate proactively in the CEIAG events available.
- Be self-motivated to research career pathways and educational opportunities locally, nationally and internationally.

Monitoring and Evaluation

- Evaluation has a crucial role to play to ensure that pupil's needs are met and in determining the extent to which the School Career Plan is meeting its declared aims and outcomes.
- Evaluation of the School Career Plan is an on-going and cyclical process. Aspects of the CEIAG work within school are reviewed more regularly to inform future planning. The school evaluates its CEIAG processes against the Gatsby Benchmarks.
- Evaluation also includes the views of employers, training providers, governors, pupils and parents.
- The CEIAG provision is reviewed annually with the Senior Leadership Team.
- The Compass Tool will be used quarterly to assess current practices and amend Trinity School's development priorities.