



EMMANUEL
SCHOOLS FOUNDATION

TRINITY ACADEMY



Careers Policy



Aim

Young people are faced with a complex set of demands when making themselves ready for their future careers. Trinity Academy aims to ensure that our students are self-confident, skilled and career-ready. This will be achieved through a programme of high quality activities, advice and guidance.

Trinity Academy has a number of statutory duties in relation to careers guidance (DfE Careers guidance and access for education and training providers December 2018).

This includes the following obligations:

- Provide independent careers guidance from Years 8 to 13
- Ensure there is an opportunity for a range of education and training providers to access all students in Years 8 – 13
- Use the Gatsby Benchmarks to improve careers provision
- Appoint a named person to the role of Careers Leader (September 2018)
- Publish details of the careers programme for young people and their parents (September 2018)

Careers Guidance will be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and actively promote equality and diversity.

Trinity Academy is committed to providing a high quality impartial careers guidance for all students in partnership with U-explore, Doncaster Chamber, JobCentrePlus and any other appropriate external agency.

Trinity Academy endeavours to follow:

- Careers guidance and access for education and training providers (DfE, 2017)
- CDI Framework for careers, employability and enterprise education (2015)
- The Foundation Code (ASCL, AoC, 157 Group, ATL, AELP, SFCA, NFER, March 2015)
- Any other relevant guidance from DfE, QCA and Ofsted as appropriate.

Following publication of the Good Career Guidance Report in 2014 by the Gatsby Charitable Foundation, and further guidance from the DfE in 2018, the school is committed to ensuring that the eight benchmarks of good practice are in place.

These eight benchmarks are:

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. Experience of workplaces
7. Encounters with further and higher education
8. Personal Guidance

Trinity Academy is committed to gaining a recognised Quality in Careers Standard award.

Objectives of this Policy

Student needs and entitlement:

Students at Trinity Academy will benefit from:

- Access to a range of activities that inspire them, including employer talks, trips, careers fairs/events, motivational speakers, college and university visits and access to coaches and mentors.
- Links with local employers, to help boost attitudes and employability skills, learn about the range of roles and opportunities available.
- Work experience provision in Y10 & Y12 and where it is appropriate and beneficial.
- Meaningful encounters with employers, helping all students learn about what work is like or what it takes to be successful at work.
- Access to advice on options available at Post-16 including apprenticeships and entrepreneurialism, and opportunities available from other post-16 providers.
- Face to face advice and guidance to build confidence and motivation.
- Coordinated support from external agencies including the local authority where students are vulnerable, have special educational needs or are at risk of becoming NEET.
- Information on the financial support available to them post-16.
- Information, including local Labour Market Information from a range of agencies to develop a smoother pathway between education and work.
- 24-hour access to careers advice from trained specialists at U-explore.
- The opportunity to book a careers appointment with a trained specialist at school. This opportunity is available to all students in every year group.
- Activities during form time in all year groups that promotes awareness of a wide range of career opportunities and progression routes.
- Tailored support for all EHCP students through progression and transfer reviews, and individual meetings for all students in Year 9 and above.

Implementation:

The Careers Co-ordinator coordinates the careers programme and is responsible to the senior leadership team. Work experience is planned and implemented by the Careers Co-ordinator alongside the Careers Advisor.

All teaching staff contribute to Careers Guidance through their roles as tutors and subject teachers. Specialist sessions are delivered by the Careers Advisor and external agencies such as JobCentrePlus. The Careers programme is planned, monitored and evaluated by the Careers Co-ordinator in consultation with their SLT line manager and U-explore who provide specialist and impartial careers IAG. Administrative support is available to the subject leader.

Curriculum:

The careers guidance programme includes careers education sessions, career guidance activities (group work and individual interviews), information and guided research activities, work-related learning, and individual learning planning/portfolio activities. Visits from outside agencies provide guidance in specialist areas such as Business & Enterprise. Other focused events such as access to Higher Education IAG are provided at appropriate times. Work experience preparation and follow-up take place in tutor time and LIFE lessons. Students at Trinity Academy have access to U-explore resources for use from KS3 to KS5.

Procedures

The policy for Careers Guidance supports, and is itself underpinned by, a range of key school policies such as those for Teaching and Learning, Assessment, Recording and Reporting Achievement, Equal Opportunities and Diversity.

Statutory duty of the Academy

The Principal has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

In addition, by the European Declaration of Human Rights 1992 and in case law, an up to date policy must be available and procedures followed.

Monitoring and Review of Policy

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, careers passport, mock interviews etc
- gathering informal feedback from external partners
- quality assurance of careers lessons as part of the tutor time programme
- student destination figures post-16 and post-18.

The policy will be reviewed every year in response to any new information, circulars, guidance or legislation. The focus is to identify gaps and support improvement.