

# Trinity Church of England School



## Careers Education & Guidance Policy

JULY 2023

Date Governor Approval	Date of next review	Notes
TBC	July 2026	



LEARNING – LOVING – LIVING  
LEARNING – LOVING – LIVING

## **Trinity Careers Education and Guidance Policy 2023**

### **Introduction**

'Information, Advice and Guidance' (IAG) refers to information, advice and guidance in the context of Careers Education. It is about helping pupils to plan and prepare for their futures and assisting them to make choices and decisions that are carefully considered and well informed. Parents and Carers are an integral part of this process. 'Careers Education Information, Advice and Guidance' (CEIAG) is part of the Character Education programme and incorporates employability learning. CEIAG is central to Trinity's overall aim of raising achievement for all pupils.

CEIAG and Employability at Trinity reflects current legislation, in particular the Education Act 2011, the statutory guidance 'Careers Guidance and Inspiration in Schools' issued by the DfE in January 2023 the Careers Development Institute (CDI) framework for careers, employability and enterprise education (2015), the Ofsted Inspection framework 2022 and Gatsby Benchmarks of Good Career Guidance 2014. The key point is that pupils have access to impartial IAG. The Raising of the Participation Age is now fully implemented so pupils have to stay in education or training until their eighteenth birthday and the school has an increased responsibility to track their progression and for logging their destinations. Most recent additions include a minimum encounter of 2 different T Levels, apprenticeship providers in each of KS3 and 4.

CEIAG at Trinity aims to help pupils develop a positive self-image, increase self-confidence and raise personal aspirations. The school strives to provide appropriate guidance, up to date information and a range of opportunities to support pupil's development at key points throughout their education. The CEIAG programme aims to prepare pupils for the ever changing opportunities, responsibilities and experiences of adult life and equips them with the skills to manage the choices, changes and transitions ahead of them.

### **Staffing**

A member of the Senior Leadership Team (SLT) has oversight of CEIAG and Employability provision: Trinity Careers Leader: Ewan Williams, [e.williams@trinity.lewisham.sch.uk](mailto:e.williams@trinity.lewisham.sch.uk), 0208 8523191

This person co-ordinates a full programme that delivers impartial IAG from a variety of providers including sessions with an independent, impartial and fully qualified careers advisor.

A link governor is appointed who periodically visits the CEIAG team to discuss their work and advises on improvements that might be made.

All teaching and support staff are expected to be aware of the benefits and the impact that good CEIAG can have upon pupils' motivation and progress. They support CEIAG and know when to refer pupils for specialist advice.

### **Impartial Information, Advice and Guidance**

Schools and colleges are required to provide pupils in Year 8 – 13 with impartial IAG. We achieve this in three ways:

- by delivering unbiased information, advice and guidance
- by providing full, detailed, targeted and relevant information, advice and guidance
- by ensuring that information, advice and guidance is appropriate and in the pupil's best interests.

Pupils are provided with information about all routes, pathways and qualifications post-14 and post-16 including apprenticeships, traineeships, further and higher education as well as job opportunities and employer training schemes.

Pupils are directed to a comprehensive range of printed and web based sources and materials, including the National Careers Service, UCAS Progress and the National Apprenticeship Service websites.

### **CEIAG and its Delivery**

CEIAG at Trinity is developed in line with The Gatsby Benchmarks and aims to provide pupils with the skills, knowledge and understanding to support the 3 core aims of the CDI (Careers Development Institute) framework for careers employability learning:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

Much of the CEIAG and Employability Programme is delivered through a family group time programme, co-ordinated enrichment days and a dedicated fortnight of careers events and information during which a wide range of providers, including those from technical education and apprenticeships have access to pupils from years 7 to 11. All Trinity pupils are entitled to CEIAG and Employability Learning

#### **Year Programme Overview**

<b>Year</b>	<b>Sample Programme of Events</b>
<b>Year 7</b>	<b>Trinity Futures programme of events</b> Careers Library PSHE – workplace skills START – careers online advice platform.
<b>Year 8</b>	<b>Trinity Futures programme of events</b> Small group careers interviews with an independent provider Options support and guidance from SLT Careers Library START – careers online advice platform.
<b>Year 9</b>	<b>Trinity Futures programme of events</b> Work Experience prep programme of study during character FG lessons Careers Library START – careers online advice platform.
<b>Year 10</b>	<b>Trinity Futures programme of events</b> Progression Event / college taster day at Christ The King Sixth Form College Work experience via Lewisham Work Experience Team What Career Live? What University Live? show 1-1 Independent Careers Guidance and Advice sessions Jack Petchey Speakout Training Oxford/Cambridge University Campus visit Year 10 Parent Information Event Sixth Form Scholarship/Bursary programme Careers Library START – careers online advice platform.
<b>Year 11</b>	<b>Trinity Futures programme of events</b> Year 11 Parent Information Event Sixth Form College assemblies Sixth Form Scholarship/Bursary programme Post 16 options (choices, applications and decisions). College guidance booklet National Citizen Service Careers Library START – careers online advice platform.

#### **Employability and Work Related Learning**

Employability learning, which is sometimes referred to as work experience, is available to pupils in Years 10. Other pupils have access to employability learning as part of their curriculum provision.

Employability learning is launched through a work experience guidance briefing in June of year 9. Pupils are expected to find a work placement as this reflects the reality of seeking employment later in life. Own Find Information Forms must be returned before the October half-term, giving pupils four months to find a placement.

Trinity has a Service Level Agreement with the Lewisham Work Experience Team who ensure all placements are checked and Risk/Health and Safety assessments have been undertaken and that employers have Employers Liability Insurance.

Pupils are briefed ('Stay Safe') before they go on their placement, they are issued with an Employability Learning Diary, and are debriefed when they return to school after their placement.

Pupils with SEN are placed in appropriate work places according to their need. This is done in conjunction with parents, the Head of Year, the school SENCO and the employer.

Pupils whose school record is a concern will be monitored prior to their placement to ensure that they are ready to go on the placement. In exceptional cases a placement may be withdrawn.

## **Destinations Data**

Destination data is collected during the Spring Term for all Year 11 pupils to assess pupil plans for the end of the academic year. Pupils with no plans or whose plans are either inappropriate or unrealistic are given targeted support and help. Initial Intended Destinations data is collected in December and Final Destinations data is collected at the end of August and the start of September, as the destination of most pupils is dependent on their examination results. The data that is reported to governors and the DfE is that which we have at the end of the first week of the Autumn Term. A final data drop is done when pupils collect their GCSE certificates in October. This gives a final and most up to date record of pupil progression.

## **Monitoring, review and evaluation**

The Careers Guidance programme at Trinity is regularly monitored and updated to ensure that it fits with the Government's careers strategy, published on January 2023. This strategy sets out that every school providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to be confident that the school is fulfilling its legal duties and to understand what is required to provide an excellent careers programme. Evaluation of the careers programme and its impact also takes place through pupil questionnaires, parent forum, external provider feedback, analysis of the variety of destinations and % NEETs.

## Gatsby Benchmarks

Benchmark	Summary	Criteria	Trinity Examples
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	<ul style="list-style-type: none"> <li>- 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>- 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. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT lead and Governor link on CEIAG</li> <li>• Careers programme reviewed annually and published on website</li> <li>• Feedback from external providers/school staff/pupil questionnaire/parent forum</li> </ul>
2. Learning from career and labour market information	Every pupil, 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 the best use of available information.	<ul style="list-style-type: none"> <li>- 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>- 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>	<ul style="list-style-type: none"> <li>• Trinity Futures focus on STEM and Apprenticeships</li> <li>• Year 8 and 10 independent careers guidance sessions</li> <li>• 1-1 options advice session with Senior staff</li> <li>• Parent Information Evening</li> <li>• Website information</li> </ul>
3. Addressing the needs of each student	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> <li>- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>- Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</li> <li>- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Trinity Futures</li> <li>• University links and visits</li> <li>• Apprenticeships talks and workshops</li> <li>• Records of I-1 IAG sessions</li> <li>• Destinations data recorded annually showing 0% NEETs</li> </ul>
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	<ul style="list-style-type: none"> <li>- 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>	<ul style="list-style-type: none"> <li>• Trinity Futures focus on STEM</li> <li>• Trips to STEM promotion activities led by maths and science departments.</li> </ul>
5. Encounters with employers and employees	Every pupil 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 opportunities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</li> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>• Trinity Futures – pupil will experience a mixture of at least 2 different types of job market providers / employees during the week long annual careers event.</li> </ul>
6. Experiences of the workplace	Every pupil 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 expand their networks.	<ul style="list-style-type: none"> <li>- 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>- 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>	<ul style="list-style-type: none"> <li>• Year 10 Work Experience</li> </ul>
7. Encounters with further	All pupils should understand the full range	<ul style="list-style-type: none"> <li>- By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Trinity Futures</li> </ul>

	<p>and higher education</p> <p>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>	<p>opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <ul style="list-style-type: none"> <li>- 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>	<ul style="list-style-type: none"> <li>• Year 10 Progression event at Christ the King Sixth Form College</li> <li>• Oxbridge trip</li> <li>• Sixth Form roadshows and recruitment talks</li> </ul>
8. Personal guidance	<p>Every pupil should have opportunities for guidance interviews with a Careers 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. They should be expected for all pupils but should be timed to meet their individual needs.</p>	<ul style="list-style-type: none"> <li>- 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>	<ul style="list-style-type: none"> <li>• 1-1 Options advice interviews with senior staff</li> <li>• Year 8 small group IAG with independent careers adviser</li> <li>• Year 10 1-1 IAG session with independent careers advisor</li> </ul>

Trinity Careers Leader: Ewan Williams, [e.williams@trinity.lewisham.sch.uk](mailto:e.williams@trinity.lewisham.sch.uk), 0208 8523191

Date of review of this information: June 2020