



**Trinity**  
Taunton Road  
Lee, London  
SE12 8PD

Tel: 020 8852 3191  
Fax: 020 8463 0201

Executive Headteacher :  
Mr David Lucas BSc (Hons) MA NPQH

# TRINITY CAREER EDUCATION & GUIDANCE POLICY

<i>Date Governor Approval</i>	<i>Date of next review</i>	<i>Notes</i>
July 2019	2020	Governor approval
May 2021	2022	Governor approval



LEARNING — LOVING — LIVING



## Trinity Careers Education and Guidance Policy 2021

### 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 March 2015, the Careers Development Institute (CDI) framework for careers, employability and enterprise education (2015), the Ofsted Inspection framework 2016 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.

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.

### Careers Education in Primary

Like our secondary counterparts, Trinity Primary recognises the important role that is played by primary schools in enabling children to have high aspirations about their future. This is done through independent and impartial careers advice which takes place throughout the curriculum. As a school we endeavour to provide children with a range of meaningful experiences, visits and visitors who represent a variety of possible future careers to teach our pupils about the world of work and provide information meaningful at this stage of their development. Our curriculum provides opportunities to learn about real life career options which sits alongside our: personal, social, health education, growth mind set class work. We promote achievement for all and aim to:

- To aspire children to think of the future, increasing aspiration for all
- To develop and encourage a sense of ambition towards a future career
- To understand the basic skills and attitudes needed to be successful in the world of work and provide experiences of meaningful interaction with the world of work.
- To provide high quality information from a wide variety of sources –curriculum lessons, growth mind set/learning power sessions, Jigsaw PHSE lessons, specific career sessions and visitors from a variety of careers
- To challenge all forms of stereotype (by background, gender or diversity groups) and preconceptions.
- To develop self-evaluation skills and make plans for the future

### Staffing

A member of the Senior Leadership Team (SLT) has oversight of CEIAG and Employability provision. Trinity's whole school commitment to careers is evident through the school's careers leader's completion of the Teach First Careers and Employability Leadership Programme.

In addition Trinity has employed an additional member of staff as a careers support officer dedicated to the development of the Careers programme at Trinity. This member of staff completed a careers training and networking programme run by our local Sixth Form Christ the King.



Along with the member of the senior team, 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.

The CEIAG team at Trinity work closely with Heads of Year and the SEN team to implement a bespoke tailored programme for every pupil.

### **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, vocational routes, 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.

The START online careers platform is used extensively throughout Trinity with all pupils having personal logins as well as parents being invited to sign up and use the platform.

All year groups have a dedicated careers TEAMS channel which is regularly updated with age appropriate careers material and information.

### **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.

The CEIAG and Employability Programme is delivered through a family time programme, co-ordinated enrichment days, a careers focus fortnight which includes work with outside agencies, the online START programme and dedicated TEAMS channels. All Trinity pupils are entitled to CEIAG and Employability Learning



## Year Programme Overview

Year	Sample Programme of Events
All Primary	Science Curriculum explores the scientists behind the curriculum, discussing what roles there are for scientists
EYFS	Identification of roles in the school and in society Talk about similarities and differences between themselves and others
KS1	Have an idea about the job you would like to do, describe what is involved and why it would suit you Know where to go for help – know that books/internet etc are a valuable resource for information What makes a real life hero or inspirational character?
KS2	PSHE work looking at: Give examples of what it means to have a career Describe the main types of employment in your area: past, present and emerging Know how to make a good impression on other people Be able to compare information about the secondary education choices open to you
Year 7	National Careers Week activities Trinity Futures programme of events including enterprise education Economic wellbeing MyBnk Moneytwist workshops Careers Library TEAMS Channel START programme access
Year 8	National Careers Week activities Trinity Futures programme of events MyBnk Enterprise activities Options support and guidance Small group independent careers guidance and advice session Goldsmith's University Campus Visit and My Skills workshop Careers Library TEAMS Channel START programme access
Year 9	National Careers Week activities Trinity Futures programme of events Careers Speed Networking with ER Events Small group independent careers guidance advice session Goldsmith's University Campus Visit and workshop Speakers for Schools talk Work Experience prep programme Careers Library TEAMS Channel START programme access
Year 10	National Careers Week activities Trinity Futures programme of events Progression Event at Christ The King Sixth Form College Employability Day with ER Events Work experience via Lewisham Work Experience Team Lewisham Careers Fair 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



	<b>Sixth Form Scholarship/Bursary programme</b> <b>Careers Library</b> <b>TEAMS Channel</b> <b>START programme access</b>
<b>Year 11</b>	<b>National Careers Week activities</b> <b>Trinity Futures programme of events</b> <b>Year 11 Parent Information Event</b> <b>Sixth Form College assemblies</b> <b>Sixth Form Scholarship/Bursary programme</b> <b>Post 16 options (choices, applications and decisions).</b> <b>1-1 weekly progression advice and guidance session</b> <b>Post 16 Progression Guidance booklet</b> <b>National Citizen Service</b> <b>Careers Library</b> <b>TEAMS Channel</b> <b>START programme access</b> <b>Destinations Data analysis</b>

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

Employability learning, which is sometimes referred to as work experience, is available to pupils in Years 10 with the programme of preparation for work experience beginning in Year 9. Other pupils have access to employability learning as part of their curriculum provision.

Employability learning is launched through a work experience guidance briefing in May 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 given additional support in securing an Own Find placement or are placed in appropriate work places according to their need. This is done in conjunction with parents, the Head of Year, the school SENCO, the Lewisham Work Experience Team 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.

Pupils on Pupil Premium are given additional support to help them find appropriate placements which will challenge them and help raise aspirations.

### **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. Phone calls are made to any pupils whose data is incomplete so that Trinity has a full set of data to work with. This data is shared with relevant stakeholders and is used to inform planning for the future.

### 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 4 December 2017. 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.

**Pandemic Response:** Activities and units of work are adapted to remain running and accessible to all in the event of a pandemic situation so that learning continues.

The Trinity Careers Policy was last updated on 02/03/2021.

Review Date: March 2023

Reviewed by: F Hanlon

### 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>• SLT lead has completed the Teach First Careers and Employability Leadership Programme.</li> <li>• START and TEAMS platforms</li> <li>• Dedicated careers support officer employed and trained internally as well as through external networks.</li> <li>• Careers programme reviewed annually and published on website</li> <li>• Feedback from external providers/school staff/pupil questionnaire/parent forum</li> </ul>



<p>2. Learning from career and labour market information</p>	<p>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.</p>	<p>– 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. – Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	<ul style="list-style-type: none"> <li>• Trinity Futures focus on STEM</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> <li>• START online careers platform for all pupils and parents</li> <li>• Dedicated bespoke TEAMS careers channels for every year group.</li> </ul>
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<p>– A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. – 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. – 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.</p>	<ul style="list-style-type: none"> <li>• Trinity Futures</li> <li>• University links and visits</li> <li>• Sixth Form scholarship programme</li> <li>• Records of 1-1 IAG sessions</li> <li>• Destinations data recorded annually and used to inform planning</li> <li>• Alumni platform</li> <li>• Dedicated SEN careers link ambassador</li> </ul>
<p>4. Linking curriculum learning to careers</p>	<p>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.</p>	<p>– 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.</p>	<ul style="list-style-type: none"> <li>• Trinity Futures focus on STEM</li> <li>• LMI use to inform other Trinity Futures foci</li> <li>• Trip to The Big Bang Fair</li> <li>• Trips to other STEM promotion activities such as Girls in Stem event</li> <li>• START and TEAMS platforms</li> <li>• Science and Wider Curriculum opportunities promoting career destinations in Primary</li> </ul>
<p>5. Encounters with</p>	<p>Every pupil should have multiple</p>	<p>– Every year, from the age of 11, pupils should</p>	<ul style="list-style-type: none"> <li>• Trinity Futures</li> </ul>



<p>employers and employees</p>	<p>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.</p>	<p>participate in at least one meaningful encounter*with an employer.</p> <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>	<ul style="list-style-type: none"> <li>• Annual Careers speed Networking event</li> <li>• Annual Employability Day with Barclay's employees</li> </ul>
<p>6. Experiences of the workplace</p>	<p>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.</p>	<p>– 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.</p> <p>– By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>	<ul style="list-style-type: none"> <li>• Year 10 Work Experience</li> </ul>
<p>7. Encounters with further and higher education</p>	<p>All pupils 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>	<p>– 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.</p> <p>– 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.</p> <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>• Trinity Futures</li> <li>• Year 10 Progression event at Christ the King Sixth Form College</li> <li>• Goldsmith's University visits</li> <li>• Oxbridge trip</li> <li>• Sixth Form roadshows and recruitment talks</li> <li>• Parent Information Event with Post 16 marketplace</li> </ul>
<p>8. Personal guidance</p>	<p>Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school</p>	<p>– 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.</p>	<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> </ul>





	<p>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>• Year 10 1-1 IAG session with independent careers advisor</li></ul>
--	---	--	--