

## Careers at Trinity Academy St Edward's

### How we are meeting the Gatsby Benchmarks

Academic excellence and amazing experiences are what drives our curriculum at St Edward's. We aim to show our students that they should have sky high ambitions and should be aiming to become a professional or skilled worker in whatever area of work they want. Our approach is to immerse them in a curriculum that drives academic excellence and routinely teaches them about university and having a profession. We will dovetail this with amazing experiences for them via visits, drop down days, programmes, research and other exciting opportunities that open doors for them and widen their horizons. Below is what we will be doing to meet this in our first few years.

Gatsby Benchmark	TASE approach
<p><b>1. A stable careers programme</b></p> <ul style="list-style-type: none"> <li>- <i>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.</i></li> <li>- <i>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.</i></li> <li>- <i>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.</i></li> <li>- <i>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</i></li> </ul>	<p>TASE to complete an audit to indicate what we are doing well so far. A senior leader will be given careers responsibility in year two to work on developing a careers programme.</p> <p>In year two a careers programme will be designed and drawn up that correlate to and evidences all of the Gatsby benchmarks.</p> <p>A dedicated careers section will be introduced and developed on our website. There will be a Governor in charge of having oversight of careers for the LGB starting in year two.</p> <p>Careers and Enterprise Company evaluation tool to be used to evaluate programme against Gatsby benchmark.</p>
<p><b>2. Learning from career and market labour information</b></p> <ul style="list-style-type: none"> <li>- <i>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 best use of available information.</i></li> <li>- <i>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.</i></li> </ul>	<p>As a member of the local Chamber of Commerce we will look to utilise this partnership to get up to date information on the careers and industries that are growing in our area and set up work experience days where local businesses and industries come and hold 'stands' for children to visit.</p> <p>Through our partnerships with Leeds and Huddersfield Universities students are aware of courses available to them, the grades needed to access them and they are able to have discussion about finance and cost of enrolment and living.</p>

<ul style="list-style-type: none"> <li>- <i>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</i></li> </ul>	<p>STEM drop down days with visitors who work in each area give an insight into their roles, their qualifications and what their job entails.</p>
<p><b>3. Addressing the needs of each pupil</b></p> <ul style="list-style-type: none"> <li>- <i>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.</i></li> <li>- <i>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</i></li> <li>- <i>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</i></li> <li>- <i>All pupils should have access to these records to support their career development.</i></li> <li>- <i>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 school.</i></li> </ul>	<p>Students are given experiences in Year 7 and 8 that help to raise their aspirations – such as STEM drop down days, Trinity Scholar programme and work with the local NHS team regarding medicine pathways.</p> <p>Certain groups of students have signed up to programmes based on their prior ability and by demonstrating a keen interest in an area or career.</p> <p>Leeds University, Huddersfield University and the Trinity Scholars programme allow our students to be part of ongoing research, to visit campus locations and to speak to existing students to ask questions and understand.</p> <p>Parents have been informed about each project and how they can support their child during it.</p> <p>STEM ambassadors work with the school and come to visit and present key information to our students about their profession, how they came to be in their role, their journey – including qualifications and what their job allows them to do.</p> <p>As the school grows this will be part of our careers programme and the school will develop the use of the Careers and Enterprise Company tracker to record the advice given to our children.</p>
<p><b>4. Linking curriculum learning to careers</b></p> <ul style="list-style-type: none"> <li>- <i>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 future career paths.</i></li> <li>- <i>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.</i></li> </ul>	<p>Careers is woven into all curriculum maps throughout our phase one curriculum. Each half term, subjects promote different career opportunities linked to the content being delivered using THINK CAREERS.</p> <p>STEM visits, STEM ambassador work and our STEM plan incorporates how STEM subjects can lead to effective STEM careers and how there is a wide variety of highly skilled careers within the STEM world.</p> <p>Close work with Barnsley College and their STEM provision will enable students to see the opportunities available to them at Higher Education and how these courses can lead to FE opportunities and apprenticeships within the STEM world.</p>
<p><b>5. Encounters with employers and employees</b></p> <ul style="list-style-type: none"> <li>- <i>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in</i></li> </ul>	<p>In year one students will have numerous visits from external speakers about their work, employment and qualifications. These will include engineers, construction workers, a Premier League referee. They will take part in three</p>

<p><i>the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</i></p> <ul style="list-style-type: none"> <li>- <i>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</i></li> </ul> <p><i>* 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.</i></p>	<p>drop down STEM days that will focus on engineering, space and construction. As part of these days, students will listen to presentations, learn about the workplace and take part in activities linked to each area. These days will be replicated in year two and will also include Design and Technology sessions.</p>
<p><b>6. Experiences of workplaces</b></p> <ul style="list-style-type: none"> <li>- <i>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.</i></li> <li>- <i>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.</i></li> <li>- <i>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</i></li> </ul>	<p>Not applicable until academic year 2024-25 at the earliest.</p>
<p><b>7. Encounters with further and higher education</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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> </ul> <p>* A 'meaningful' encounter is one in which the student has an opportunity to explore what it's like to learn in that environment.</p>	<p>Through our partnership work with Barnsley College, Trinity Academy Sixth Form, Huddersfield University and Leeds University students will be able to see the opportunities that are available to them at HE and FE. Work with Barnsley College and the Chamber of Commerce will highlight apprenticeships routes available to students. These opportunities and experiences will form part of the careers programme that is drawn up from year three onwards.</p> <p>In the first two years (and then beyond) we will continue to host external academic partners to immerse students in the choices and routes they have and facilitate visits to various HE and FE campuses to gain experiences of what being a college and university student feels like.</p>
<p><b>8. Personal guidance</b></p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<p>Not applicable until academic year 2024-25 at the earliest</p>

being made. They should be expected for all pupils but should be timed to meet their individual needs.

- 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.